

## SUMMER DIARY

Bernard Barker looks forward to his holiday and reflects on lost ambition

## Peterborough through rose-tinted spectacles

I am clearing up Aquakir, a Playmobil city in the spare bedroom where Obelisk has struggled all winter to vanquish Darth Vader, a plastic figure with little interest in negotiating rights. Tomorrow we drive south for a country estate near Toulouze, exchanging houses with a French family. My wife is fearful lest Madame Lamisse feels cheated by our executive home, cluttered as it is with Sindy's sauna and Action Man's jeep.

People do take holidays in Peterborough, in Stanground even. Last summer, the caravan club booked the school playground for a relaxing weekend. Unaccustomed to thinking of the Peterborough Road as a holiday resort, I watched with fascination as the campers fetched water or set up deckchairs on the patch of grass near the science block. Like all good hoteliers, we have sent our French visitors carefully chosen photographs and brochures. What with the Nene Valley steam railway, King's college chapel, Longthorpe tower, Rockingham castle and street scenes from Stamford, they should have by now a cheerfully misleading impression of the Orton township.

Marketing of this kind is second nature for headteachers, who need rose-tinted spectacles or selective vision to survive a daily surfeit of reality. Neglecting this obvious psychological truth, fashionable educationists have taken to confessing their failure to "celebrate" achievement. Speakers argue that videos of glamorous teachers, accompanied by voice-over and classical music, can frighten off the evil empire. As an

"outspoken City head" (Peterborough Evening Telegraph's phrase), I am reluctant to share in the guilt or enthuse over the videos.

After Stanground's 20th anniversary event, featuring Mary Warnock and a reception for 250, some cynics were looking forward to the 21st and 25th anniversaries. Is he now obsessed with publicity, occupying uneasy territory somewhere between a left-wing Rhodes Boyson and Magnus Pike? This is at least nicer than a few years ago, when I was expected to leave before anyone got to be as old as 25. My comprehensive version of Dr Arnold seems to have yipped.

At a county buffet lunch to welcome candidates for a new education post in Shire Hall ("Head of Operations"), there was more in the same vein. I was speculating whether Cambridge or BUPA, when a lugubrious voice from management development greeted me. "Ah... Do you still write to the press?"

Stung, I replied: "I don't write to the press but for it."

Kenneth Baker's televised visit last October provides another salutary example of how advertising can damage your health. The Secretary of State always carries a slim volume of war poetry in his jacket pocket and soon beguiled everyone by engaging the sixth in learned discussion of Owen and Sassoon. No one noticed his eyebrows rise at the mention of FRACAS (Financial Responsibility and Control at a School Level - an early and appropriate acronym for Local Financial Management). Soon

after, our LFM project director was summoned to Cabinet Office and the rest is history, a photo-opportunity for John Craven's Newsround that became a Whitehall policy.

The election result is unexpected evidence that voters are less susceptible to the soft-sell than politicians believe. Expensive commercials created comforting illusions in Walworth Road but had a negligible effect on the electorate. If Noll and Glenys can't sell the Labour Party, what faith should we place in the video cassette? Does the school's future depend on my wife and me clapping hands by the brick pits or youth club to the tune of the BBC's *To Serve Them All Their Days*? We might do better to save our energy for the classroom, allowing happy and successful pupils to carry the news home.

Meanwhile, as I dream among the play people, Mozart, helped by the English Chamber Orchestra and Technics speakers, fills the humid days of late summer with flowing cadences of his horn concerto No 4. In the garden below, Chris and Irena dig an earthen fortification between Hawthorn and ash, hiding heavy artillery in the leafy shade. What would Dr Marenbon (Trinity College) and the Centre for Policy Studies make of their game? Is this spontaneous play proof that discipline has been "sweet away in favour of creativity"? They don't learn Milton by heart at primary school as the doctor would like, but what is the boy shouting as the figure of the evil Emperor boards his craft? Is there not something unconsciously literary about the epic grandeur of the strife?

"Satan, with thoughts inflamed of



Well chuffed: Nene Valley steam railway leads local attractions

highest design, put on swift wings, and towards the gates of Hell explores his solitary flight."

The children haven't read *Beowulf* either, but here, on the carpet, Asterix sails his Viking longship and I recall the bloodcurdling screams of winter: "He tore him apart in an instant, crunched the body, drank blood from its veins and gulped it down in great bites." I wonder if my children, in their innocence, are closer to the spirit of Milton's cosmos or the Anglo-Saxon warrior than Dr Marenbon with his ill-tempered abuse of liberty.

Probing among the remnants with the whirring Hoover turbo, I look forward to reading on a wooded hillside in the hot sun of Haute-Garonne. Margaret Drabble's *Radiant Way* promises to be depressing, according to the reviews communicating "a grinding disaffection with the bleak moral landscape of the Thatcherite eighties".

Just now, with a long holiday to come, that is not my mood. Life at Stanground, with or without a video, is wholesome and enjoyable, if not radiant, and I am almost reconciled to lost ambition. Peter Dawson (general

secretary of the Professional Association of Teachers) once told me that after 10 years of headship at Eldon Green, he had to do something else, in Rony Robinson's memorable phrase, run his "non-union union", which has since become a unique anti-union union. Mercifully, no such messianic cause beckons me and I am content to be going nowhere. Apart from my holidays, of course.

Bernard Barker is headteacher of Stanground School, Peterborough.

### NEXT WEEK

The AS controversy  
What do teachers think of the new sixth-form exam?  
Beaters beaten  
Peter Newell celebrates the end of corporal punishment  
Databases  
Jean Sargeant looks at clerical houses on computer  
Last post or Revellite?  
Philip Merriall sets out an agenda for change that the local authorities could take into consultation

### NOTICEBOARD

#### PEOPLE

Dr Terence Keen, vice-principal of Hatfield Smith and West London College, to be director of North Cheshire College, Warrington, in succession to Mr William Buley.

Mr Roy Pryke, deputy chief education officer for Devon, to be deputy chief education officer and head of operations for Cambridgeshire.

Mr Norman Barton, deputy director of the Centre for the Study of Comprehensive Schools, to be co-ordinator of in-service education in the Oldham Authority from September. Mr Ian Pearce, also formerly of the CSSC, has taken up his post as co-ordinator of the economic awareness project at the School Curriculum Development Council.

#### COURSES

September 25-27 National Association for Environmental Education annual conference at the Snowdonia National Park Study Centre. Practical activities include mountain leadership, urban studies, coastal work and there will be sessions on Snowdonia, the law and environmental education and access and trespass. Applications by September 4 to Miss J. Palmer, Maritime Environmental Studies Centre, 225 Bristol Road, Birmingham B5 7UR.

September 25-27 Prisoners past and present organized by Devon Centre for Continuing Education, Dartington Hall, Totnes, with contributions from the governor and education

officer of HM prison Channings Wood. Details from Mary Collins, DCOE, Dartington Hall, Dartington, Totnes TQ9 6EL.

September 26 Make music fun for children for teachers of children aged 3-13, particularly the non-specialist, at South Suffolk teachers' centre, Ipswich. Details from the Eastern Region Course Secretary, the College of Preceptors, Woodland View, Lower Road, Holme Hale, Thelthorpe, Norfolk IP25 2EB. Please enclose stamped addressed envelope of at least 22 x 10 cms.

October 9 and November 3 Career and management development skills for women organized by the Pepperell Unit of the Industrial Society for managers in industry, commerce and the public sector, schools and career staff. Fee £138 plus VAT (£115 members). Details from Fiona McConnach, The Industrial Society, 48 Bryanston Square, London W1H 7LN.

October 19-22 Planning resources in colleges for principals and vice-principals of colleges of further and higher education and senior polytechnic staff concerned with planning FE and HE. Details from Mike Fletcher, the Further Education Staff College, Blagdon BS18 6RO.

October 31 Textile education National Association of Teachers of Home Economics in-service course at Derby college of FE on textiles in the continuing curriculum 5-16; vocational aspects of textile education and exporting with fabric and yarn. Details from Mr FHC, Hamilton House, Mableton Place, London WC1.

#### CONFERENCES

September 2-4 Learning from experience through games and simulations organized by the Society for the Advancement of Games and Simulations in Education and Training at Dyrnny House, South Wales. Details from Danny Saunders, Department of Behavioural and Communication Studies, The Polytechnic of Wales, Pontypridd CF37 1DL.

September 4-6 Logo in education the first European conference on the relationship of Logo to the school curricula at all levels at St Patrick's College, Dublin. Details from Allan Martin, EUROLOG 87, School of Education, University of Leeds, Leeds LS2 3JT.

September 11-13 Politics, management and education British Education Management and Administration Society annual conference at La Sainte Union College, Southampton, with Tim Brighouse and Frances Morrell, for teachers, administrators, advisers, academics and all interested in the management of education. Details from Mr Roy Jones, Area Education Officer, Arundel Towers North, Southampton SO9 4XE.

September 19 Professionalism and the quality of care organized by Bristol Early Childhood Organization in honour of Marianne Perry at Bristol Polytechnic. Speakers include: Lillian Katz, Kathy Sykes, Rosemary Peacock, Barbara Petherick, Margaret Davies and Mrs Martin Mather. Details from Mrs Martin Mather, Bluebell Valley Nursery

school, Long Cross, Lawrence Weston, Bristol BS11 0LP.

September 21-22 Urban education and race relations: policies and practices for teachers, social workers, i.e.a. advisers, psychologists and practitioners involved in urban education and race relations. Details from the Inset Unit, Department of Education, University of Manchester, Manchester M13 9PL.

#### EVENTS

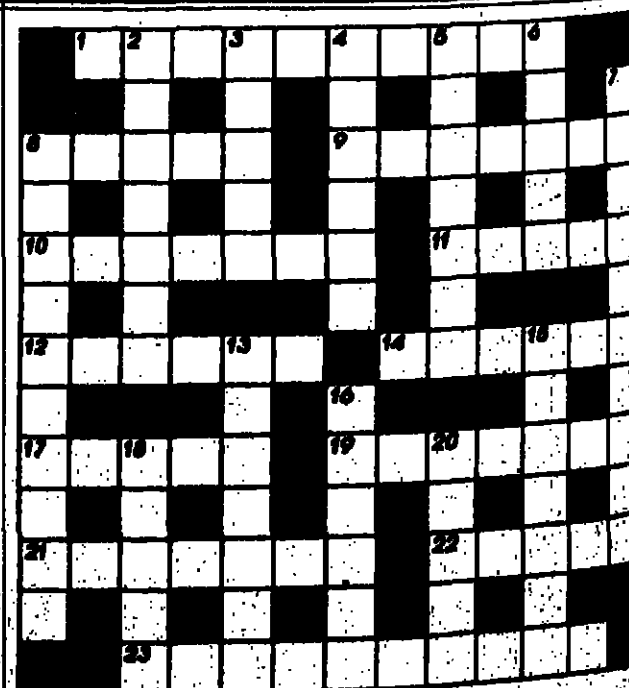
October 3-10 RE-ADDITION, the national sponsored reading event, will take place during Children's Book Week in aid of the Malcolm Sargent Cancer Fund for Children. Details from the Reading Office, Books for Students, Bird Road, Heathcote, Warwick CV34 6TB.

#### INFORMATION

Attachments The Cambridge Institute of Education is offering attachments in a number of areas relating to the in-service education and training of teachers. Attachments are open to senior staff in local authorities, including advisers, co-ordinators of special projects, senior management from schools and educational psychologists. Details from the Cambridge Institute of Education, Shaftesbury Road, Cambridge CB2 2BX.

Artwork Details of the TV arts festival for 14 to 19-year-olds in the South and South-East are available from Sue Ireland and Hilary Durman, the Community Unit, Television Centre, Southampton SO9 5HZ.

### No 317 CROSSWORD by Rufus



#### Across

- 1 Made bed in earth and wintered there (10)
- 8 Game for children, starting school (5)
- 9 Bird back (7)
- 10 Free of duty (7)
- 11 Engagement ring? (5)
- 12 I tried a more orderly arrangement (6)
- 14 Container may remind us of the wickedness of our times (6)
- 17 Outcast reflects the way people treat him (5)
- 18 Heavy wind from South and East (7)
- 21 Brown may start to light a stage's tough (10)

#### Down

- 2 He is bad and worthless (7)
- 3 Follow directions and engage in litigation (5)
- 4 Planted to win but dropped off (6)
- 5 Local vessel that can be maintained single-handed (7)
- 6 Put out what may be a plea for employment (5)
- 7 End of a battle? (10)
- 8 Excellent example of rudimentary law, attention (1-5)
- 13 Capricious boy who out to betray trust (7)
- 16 I earn it from a sort of selling (5)
- 18 A gun looks right in (6)
- 20 Do a rough job at cleaning (5)

# THE TIMES Educational Supplement

FRIDAY AUGUST 14 1987 NUMBER 3711

FIRST PUBLISHED 1910 PRICE 60p

Parents will also be interviewed

## First CTC to start pupil selection tests

by James Melkie

Selection tests for the pioneer city technology college in Solihull, West Midlands, will start in October.

Candidates and at least one parent from each family will face interviews to test children's motivation and the adults' commitment to the ethos of the new school.

The team launching the CTC this week finalized plans for a mail shot to homes in the catchment area, backed up by advertising, to encourage early applications.

The college, which will be set up on the Kingshurst secondary school site, is due to open in September 1988 with 180 pupils. The number will be built up until it is an 11-18 all-ability institution. CTC organizers are keen to combat criticism that they will cream off bright pupils in the north of Solihull, and parts of Birmingham and say their admissions will be regularly checked by school inspectors.

The college's intake will be decided by January so that local authorities can make arrangements for other children at schools under their control. College supporters confidently expect more applicants than places at the science and technology-oriented alternative to mainstream schooling. The Solihull announcement comes a year after Mr Kenneth Baker unveiled plans for 20 such experiments to a delighted Conservative Party conference. Hanson Trust, which put in £1 million, and Lucas Industries have provided the start-up capital costs for the first CTC while running costs will

be paid direct by the Government.

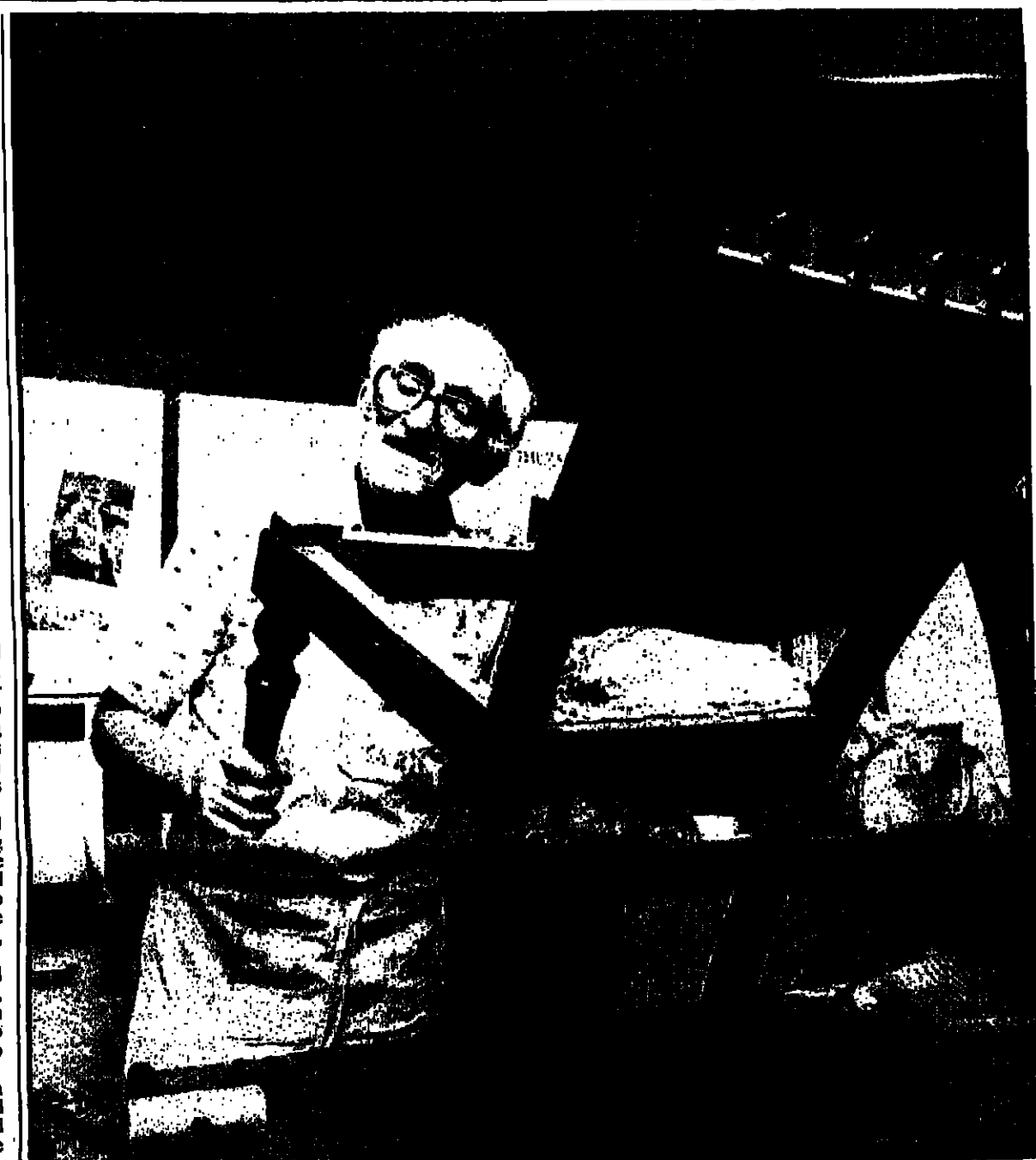
The drive to gear school-leavers more to the needs of industry has also encouraged sponsors in South Yorkshire, Nottingham and Wandsworth, London, although sites have still to be settled.

Labour-controlled Langborough District Council, Teeside, has a site to spare but no cash-backers. The first principal of the Solihull CTC will be appointed next month. Advertisements for the £28,600-a-year job, which starts in January, have so far attracted 150 applicants, including two public school heads, candidates from industry, and men and women from maintained schools and colleges of further education.

Other key staff will be recruited soon but most of the 16 or 17 teaching staff will not be appointed until the spring. About a dozen teachers and former teachers, including some who have also worked in industry, have already expressed an interest in jobs, the organizers say.

Details of the curriculum have still to be announced. The Jewish charity, the Organization for Rehabilitation Through Training, has been asked to prepare a framework for CTCs to follow.

● The West Midlands Education Alliance, a federation of teachers' and parents' organizations, unions and educational pressure groups, and the regional TUC are urging firms to stick by their local schools rather than concentrate their commitment on the Solihull CTC.



Cover craft: Mr Frank Cohen, a retired upholsterer who worked opposite the Geffrye Museum in London's East End in the 1930s, returned this month to demonstrate his skill as part of a four-week holiday programme based on a temporary exhibition, "Furnishing the World - the East London Furniture Trade 1830-1980".

## Tory condemns school opt-out plan

by Lisa Donaldson



Paul White: those who leave will be worse off

The new Conservative education spokesman on the Association of County Councils has attacked the Government's plans to allow schools to opt out of local authority control.

Mr Paul White, the vice-chairman of Essex County Council, says schools that opt out will be worse off than those that stay under the i.e.a. umbrella.

Mr White's comments follow speculation that four grammar schools in Southend would choose to apply for grant-maintained status.

Schools opting out "would drive a coach and horses through reorganization plans," he said. "It would become increasingly difficult for i.e.a.s to close or amalgamate schools along the lines suggested by the Department of

Education and Science and the Audit Commission.

Mr White has had a private meeting with Mr Kenneth Baker to express his reservations about Government policy. He told the Education Secretary that schools with simply a "temporary dialko of an authority because it is talking about an amalgamation or a closure of a school," should not be allowed to opt out.

Mr White said the opt-out plan was aimed at schools in areas like Brent and Haringey "which are run by weird people". He added that Mr Baker had "virtually said" this was the case.

The ACC is holding a special meeting of member authorities in September to discuss Mr Baker's planned Education Bill.

## Manners from heaven . . .

by Barry Hugill

Teachers who still undertake dinner duties are due for a pleasant surprise. Come September, they will find dining-rooms inhabited by quiet pupils chewing with their mouths shut.

Youngsters requiring the salt will ask politely that it be passed down the table. The words "please" and "thank you" will become commonplace again, and the greatest blessing, a teacher's word will be law.

We have it on the authority of the Revd Ian Gregory, of Newcastle under Lyme, that good manners are back. As founder of the Polite Society he knows more than most about courtesy.

The only worry for Mr Gregory is that adults could subvert the good intentions of the young. "Children care about these things,

but are not on the whole shown much of an example by the way grown-ups behave around them," he explained this week.

The Polite Society recently asked a cross-section of junior school pupils what they considered to be the essence of good manners. The answers put most adults to shame.

For example, how many of us always think of others before ourselves? And when did you last go out of your way to be pleasant to someone whom you thought had no friends?

How many of us can remember what table manners are, let alone making it a rule never to talk when someone else is talking?

"Life would be much better," he mused, "if we all observed simple rules of considerate behaviour."

### THIS WEEK

COMMENT: SCHOOL TO WORK; LITERARY: GUYAN; NEWS: NORTHERN NEWS; LETTERS: TALENTED; BACK: THE PRESS; BOOKS: ARTS; RESOURCES: MEDIA; NUMBER DIARY; BOARD AND COUNCIL; CLASSIFIED 23







EDUCATIONAL SUPPLEMENT  
Priory House, St John's Lane, London EC1M 4BX. Tel 01-253 3000

## Mr Baker's recipe for FE

Further education is notoriously complicated. Anything as clearly structured as an FE "system" has always eluded the earnest foreign observer. Instead of a system, there is a network of institutions, courses, qualifications and clients, meeting a diverse set of needs and responding to a changing mixture of local and central demands.

The post-war development of FE under the 1944 Act was meant to be governed by a series of development plans drawn up by the local authorities for the Minister's approval. If—and nobody is quite sure—all authorities actually got as far as filing FE development plans, it is quite certain that these were never kept up to date with approved amendments. In 1981, a joint working group set up by the local authorities and the relevant government departments discovered that a lot of what now goes on in FE is "almost certainly" *ultra vires*—activity for which there is no legal basis.

The prospect of a major new Education Bill provides the opportunity to remedy this minor, but still potentially awkward, oversight. This week, the Department of Education and Science has issued (yet) another discussion document (page 6), this time on its proposals for FE.

Dealing with the legal basis of further education is only one part of what Mr Kenneth Baker has in mind. Most of the consultative paper is concerned with strengthening governing bodies for FE colleges, and applying to the colleges an appropriate version of the delegated financial management which is to be given to schools.

Only 400 colleges will remain after the Government has rationalized public-sector higher education. These are to have new, beefed-up, governing bodies. The intention is that at least half the governors should be drawn from industry and commerce (usually including the chairperson) with the local authority members making up no more than one-fifth of the board of any college.

The Government sets great store by this. The proposal will stand or fall (like the equivalent proposal for schools) on the emergence of a

powerful cadre of men and women prepared to take on the potentially demanding responsibilities of presiding over these boards. The difficulty up to now has not been to prevent industrialists from falling over themselves in their rush to become governors, but to discover ways of persuading already busy people to take on another chore. Now the size of the chore—at least for those pushed into the chair—is going to be greatly increased. In principle, this proposal deserves to be welcomed, but only on the assumption that the talent and energy required to make a success of this innovation is forthcoming.

Along with stronger governing bodies goes greater financial self-management for each college. Clearly the aim, once again, is to cut out the opportunity for local politicians to use their power in a partisan manner and politicize decisions relating, for instance, to the appointment of senior staff or the placing of advertisements and the purchase of newspapers or periodicals. It is obviously going to be just as necessary to prevent governors from abusing their increased powers. It would be unsatisfactory to replace one potential for corruption with another. Rigorous audit procedures will be needed to monitor how these new powerful boards exercise their authority.

The discussion paper makes it quite clear that the autonomy of governing bodies will have to be exercised within a structure of planning at the local authority and regional level. This will put tight curbs on the free-booting instincts which the Government would, in principle, like to encourage.

The discussion paper does no more than state baldly the need for schemes of delegation which combine "extensive financial powers and responsibilities" within a "continuing framework of strategic planning by the i.e.s." Presumably that kind of strategic guidance would affect each college's right to start new courses and appoint the staff to develop them, so the wide powers of virement—switching spending from one heading to another—which Mr Baker wants to give governors will be limited in one way or another.

There is nothing in the document which refers directly to tertiary colleges, but presumably they, too, will have to fit into a strategic plan for sixth-form studies. There is no reference to a post-16 equivalent of "open enrolment".

The proposed changes will strengthen the colleges and should help to raise the status of those fortunate enough to recruit good laymen as chairpersons and the entrepreneurial leadership from the professionals which the new age will demand. Some colleges will be encouraged to seek the added autonomy of corporate status—looking after their own property and employing their own staff. The sub-plot must be the crescendo of encouragement to tap private and commercial sources of funding alongside the Manpower Services Commission, and set up "full-cost" courses which are self-supporting or profit-earning. It must be obvious to everyone, that there are—or ought to be—limits to the extent which the commercial tail should wag the educational dog. But the Government believes, rightly, there is some way to go before this becomes a real danger. When it does, the damage will come from over-enthusiastic converts to the market strategy who throw caution to the winds. FE has had its share of buccaneers. They are about to come into their own again.

The attempt to communicate with parents is particularly feeble. Here is a grand reform, floated on a sea of rhetoric about parental concerns and parental demand. Mr Baker's deathless prose is winking its way to every known educational acronym in penny packets but very few local parents' groups will get a sight of any of the papers. If they do it will only be because someone made the effort to apply directly to the DES or Honeyplot Lane (what a splendid address) and demand a copy.

Attempts are said to be under way to get the Courts to look at the consultation process and rule that Mr Baker is in breach of his duty by rushing it. After all, judicial review was successfully invoked by parents in Brent when the local authority tried to push through a reorganization scheme with inadequate consultation. But it may be a lot more difficult to lay any such specific legal duty of consultation on Mr Baker in preparation of a new Act. The formal DES position is that people ought to be grateful for any consultation at all, seeing the Secretary of State is perfectly entitled just to go ahead and introduce a new bill. In fact Mr Baker seems to have been taken aback by all this. Perhaps he doesn't realize the full meaning of what he's up to. Surely this reform package demands the same kind of publicity effort—full pages in national newspapers—which Mr Baker so happily sanctioned in his fight with the teachers.

## Going through the motions . . .

Funny thing this consultation business. Mr Baker knows this first stage is a charade. Everybody else knows it's a charade. But this doesn't mean there are no rules to the game, even if the time allowed is ridiculously short and all the important decisions of principle have already been taken.

The latest palaver concerns the number of copies of the various discussion documents and

how they have been distributed. How unreasonable can people get? With so little time, you'd have thought it would be enough just to go through the motions. The Department of Education and Science printed a token 7,000 copies of the curriculum discussion paper—assuming, perhaps, that one copy between every four schools was a reasonable ratio, not counting the local administrators, politicians—oh, yes, and of course, the parents. A reprint is on the way apparently, but there is still no suggestion that every school should have a copy or copies of what is, after all, a seminal document for the next era of English education.

The attempt to communicate with parents is particularly feeble. Here is a grand reform, floated on a sea of rhetoric about parental concerns and parental demand. Mr Baker's deathless prose is winking its way to every known educational acronym in penny packets but very few local parents' groups will get a sight of any of the papers. If they do it will only be because someone made the effort to apply directly to the DES or Honeyplot Lane (what a splendid address) and demand a copy.

Attempts are said to be under way to get the Courts to look at the consultation process and rule that Mr Baker is in breach of his duty by rushing it. After all, judicial review was successfully invoked by parents in Brent when the local authority tried to push through a reorganization scheme with inadequate consultation. But it may be a lot more difficult to lay any such specific legal duty of consultation on Mr Baker in preparation of a new Act. The formal DES position is that people ought to be grateful for any consultation at all, seeing the Secretary of State is perfectly entitled just to go ahead and introduce a new bill. In fact Mr Baker seems to have been taken aback by all this. Perhaps he doesn't realize the full meaning of what he's up to. Surely this reform package demands the same kind of publicity effort—full pages in national newspapers—which Mr Baker so happily sanctioned in his fight with the teachers.

The report itself, which examines the progression of students from last year's courses and from those in the previous pilot year, says that in general they seemed to have qualifications too low for entry into other courses. Many of them would have preferred other studies but found that the CPVE was the only option if they wanted to stay in full-time education, while

Teachers and employers blamed for low status of work-related CPVE

## 17-plus exam threatened with extinction

by Mark Jackson

The Certificate of Pre-Vocational Education, the 17-plus qualification intended to play a key role in broadening the curriculum, is in danger of becoming extinct, chief education officers were warned this week.

The warning came from the "father" of the CPVE, Mr Jack Mansell, director of the Further Education Unit and author of the report which persuaded the Government to make work-related courses the basis of the 17-plus.

In a letter sent out with an FEU report on progression from the CPVE, Mr Mansell accuses teachers and employers of treating the certificate as a low-status alternative to the established academic and vocational courses. He alleges:

□ The certificate is not being used for the whole ability range.

□ Schools and colleges are not offering a full range of courses.

□ Employers either disregard the CPVE or equate it to "a clutch of CSEs".

□ Student profiles—intended to be an important part of the certificate—are being virtually ignored by employers and college admission tutors.

□ Youth Training Scheme managing agents, i.e.a.s, and colleges appear to lack any consistent policy for accrediting the qualification.

The report itself, which examines the progression of students from last year's courses and from those in the previous pilot year, says that in general they seemed to have qualifications too low for entry into other courses. Many of them would have preferred other studies but found that the CPVE was the only option if they wanted to stay in full-time education, while

others were using the programme to resit CSE or GCE, or as a route to a particular vocation.

Many YTS agents and employers had not heard of CPVE or were not clear as to its value and while college admission tutors often asked for CPVE tutor reports, neither they nor employers, YTS managing agents, or careers officers, mentioned the profiles much.

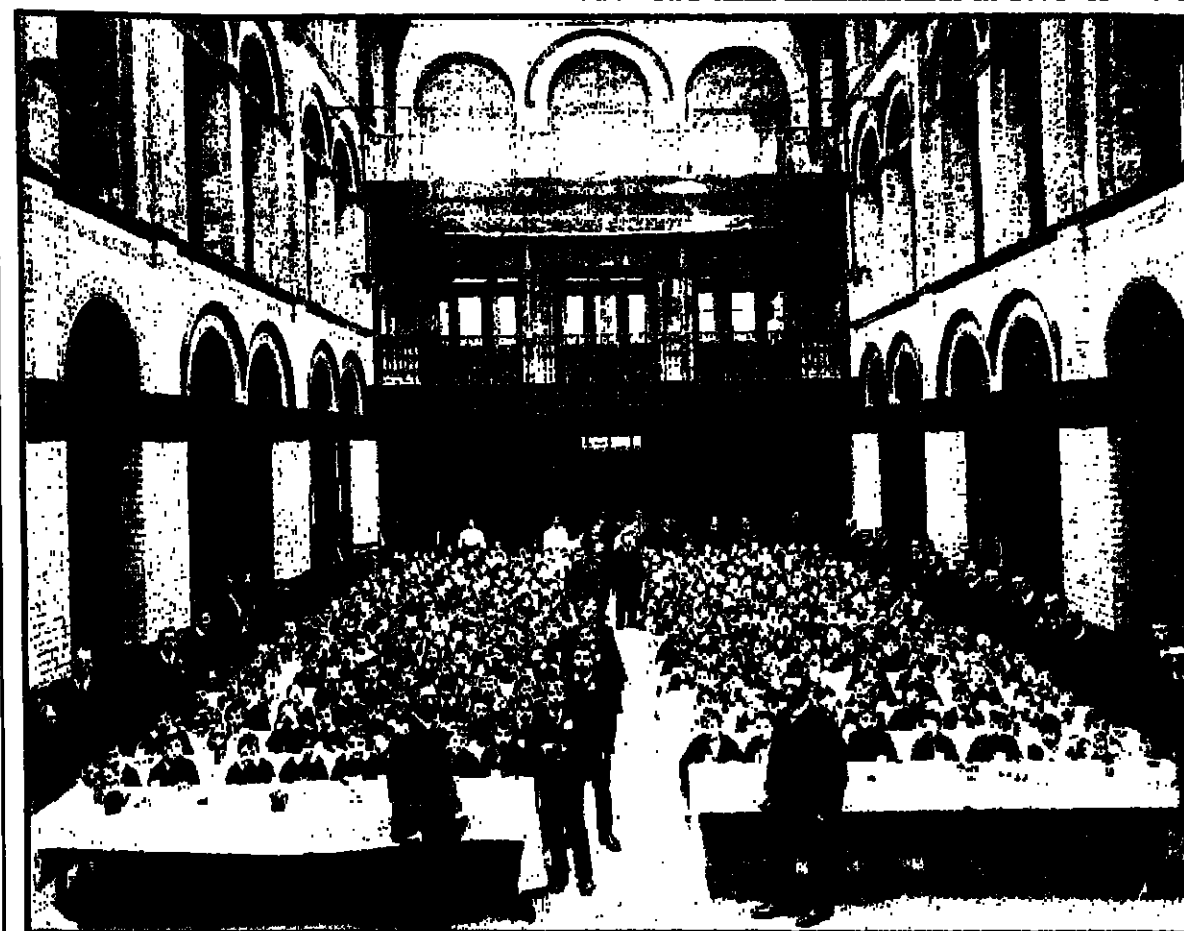
More than a quarter of last year's students got jobs, just under another quarter went into the YTS, and 39 per cent stayed in education. These figures include those who left part way through, and for those who completed the course the proportion staying on rose to more than half.

Mr Mansell, who retires at the end of the month, says: "It is incredibly difficult in the UK for any new scheme to achieve status in the examination structure. For the new student, time is too precious and the opportunities too precarious for any long-term increase in status to be useful."

One way of securing its survival, suggests Mr Mansell, would be for the National Council for Vocational Qualifications to accredit the CPVE as a level one award in its new structure. But a senior official on the council said this week that there did not seem to be any way in which this could be done because CPVE did not fit into the new pattern. "The levels represent specific occupational competencies to a defined standard and the CPVE, by its very nature, does not do that."

The council was considering whether it could give the certificate some kind of recognition other than the status of a full-level award.

## NEWS



Purim party: an assembly in the main hall of the Jewish Free School in Whitechapel, east London, at around the turn of the century. The picture is part of the "Willingly to School" exhibition at the Whitechapel Art Gallery until August 30, which tells the story of the JFS.

## Goals queried on task group

by Sue Surkes

A member of Mr Kenneth Baker's Task Group on Assessment and Testing has spoken out about the possible difficulties of reaching agreement on the Government's planned age-related attainment targets.

Mr Norman Thomas says it might prove easier to reach consensus on those aspects of learning broadly concerned with range and coverage than to establish agreement on levels of achievement to be expected of children at certain ages.

"It would be perfectly possible to define a national curriculum for schools in terms that are similar to those used in the DES policy statement, Science 5 to 16, without getting

into the difficult area of age-related objectives."

He adds: "Any attempt to express age-related objectives in our present state of knowledge should be recognized as tentative; it should allow for differences between children of the same age; and it should require more often in criteria to be employed than specific performances to be measured."

Mr Thomas, a former HM chief inspector for primary education, who wrote the article before his membership of the Task Group was announced, warns of the "ambiguity" which results from attempts to define goals.

Taking as an example a requirement that by the age of 11 children should have read *The Lion, the Witch and the Wardrobe*, he says: "It is one thing to have read through the book but if more is demanded, further difficulties arise. What counts as understanding or remembering the story? Even more important, perhaps, will reading this book excuse the 11-year-old from reading any other?"

*Age Related Attainment in Education—Objectives, Benchmarks and Milestones* will appear as the first of a series of occasional papers published by the Warwick Seminar on Public Education Policy, Warwick University.

School sociology texts have recently been attacked for their alleged anti-capitalist bias. Professor David Martin examines the debate

## Misunderstood and much abused

Professor David Marsland's pamphlet documents political bias in texts of introductory sociology. According to him they "express and enshrine an irredeemably anti-capitalist mentality". More specifically, "these texts neglect or denigrate the free market, profit and competition. They also neglect or denigrate marketing, sales and advertising. When they come to deal with Britain they exaggerate the extent of poverty, inequality and alienation, and they avoid critical analysis of the welfare state."

By comparison, the problems of communist societies are barely touched on. The benefits of equality are exalted over the benefits of freedom. Even "conservative" texts by scholars like Peter Berger and Stephen Coakley have an air of dissatisfaction about them.

This situation, claims Professor Marsland, is no small matter. As "the teaching of history recedes, sociology is increasingly the main entrée for young people into an understanding of their own society". Some 50,000 students sit O level sociology and 20,000 take an A level in the subject.

The critic has himself been criticised. This week the secretary of the Association for the Teaching of the Social Sciences, Hilary Burrage, has

defended what she calls "the curricular articulation of the honourable tradition of critical analysis". Apart from denying that introductory texts exaggerate the extent of inequality in liberal societies and set modest store by democratic and economic freedoms, she makes two points which David Marsland would hardly rebut. One is that sociology cannot do everything, and in particular cannot include business studies and economics. Clearly students of sociology ought to know some economics, just as students of economics also ought to know some sociology. Indeed, left-leaning texts ought firmly to direct students to the *Financial Times* to read the entrails of catastrophe. Many degrees courses in sociology do, in fact, offer courses in economics. But it can hardly be expected at O and A level.

Hilary Burrage's other point is that sociology runs into rich and dangerous trouble because it raises methodological and philosophical problems about the models we employ to understand the human world and social processes. No other field of enquiry is subjected to such honest probing of its own foundations.

Ms Burrage's point is surely correct. The views of men implicitly employed in economics and psychology

largely remain unsubjected to philosophical or political criticism. Hence the false rigour for which they are so widely admired. Moreover, sociology at least ventures into areas which overlap social philosophy and enters upon the limits of liberty and the costs of equality. With David Marsland, I accept that much of the discussion has been tendentious, but it has at least been entered upon, not set aside. The main problem of bringing debates down from arcane discussion among specialists is over-simplification. The anti-utopian tradition in sociology involves complexities and mature scepticisms not easily conveyed to 16-year-olds, even if the writers of the texts had a mind to convey them. In addition, of course, some teachers easily suppose that a subject which has achieved the false and limiting rigour of economics and psychology is just right for weaker students.

Sociology is despised for its virtues just as economics and psychology are admired for their deficiencies.

I doubt if many will try to refute Marsland's contentions head on. Professor Robert Moore of Aberdeen, for example, may well regard some of them as compliments. For when the new left-wing rhetoric and ideology called

"balance" would be achieved at the expense of truth. Sociologists are mostly left of centre and even those who embrace conservatism are a pretty sardonic crew. For them the standard liberal fictions are preferable to the malignant fictions of Marxism. They cordially detest the world of Camden Town Hall, but do not thereby come to admire the cultural world of "accountants and sophists".

Sociologists who are genuinely committed to liberal democracy have too long taken its virtues as real and its superiority as adequately canvassed by established organs of opinion. As a result, these virtues can actually be forgotten and the student can get the impression that the only appropriate response to current social realities is high-minded or Marxist suspicion. He or she is not sufficiently inducted into the ideas of opportunity cost or shown that if you want a command economy you will have to pay the full price for it. Again sociology students are not frequently enough asked to analyse the costs of, say, progressive education, particularly for the working class and ethnic minorities.

David Marsland is in a difficult situation, and so am I. He believes that sociological understanding is central to a serious apprehension of our world. If

is a governing mode of analysis. We all engage in it, sometimes unwittingly, just as we all write a kind of prose. The attack on sociology as such is mostly ignorant, or malicious, and merely fashionable. Leaving aside those few with a philosophical objection to the very idea of sociology, the trawlers of the subject do not know and would not understand the degree of self-scrutiny in the discipline. They entertain simple notions about the unproblematic nature of other disciplines, such as history, which are quite indefensible.

At least sociologists know what a glasshouse is: having had so much experience of living in one.

\* Bias against Business. Anti-Capitalist Inclinations in Modern Sociology. By David Marsland. The Educational Research Trust, £4.50.

no comment

"Macbeth: Write 'Is this a dagger' in Modern English. They can help each other."

## Confetti in the classroom

Labour-controlled Bury council plans to allow primary and high schools to be fired for wedding receptions.

The plan, which has been backed by the council's equal opportunities committee, should particularly benefit the borough's 4,000 Asians.

"School buildings are suited to the celebration of Muslim weddings where two reception rooms are needed to accommodate the separate needs of men and women," said Ms Lesley Hale, an equal opportunities officer. She added that a revision of catering policy could also benefit those with special dietary needs.

Mr David Dickinson, the equal opportunities committee chairman, said: "Asian people from Bury go to neighbouring authorities such as Oldham, Rochdale or Bolton to hire the facilities they require. Our schools are only let to groups and a wedding is regarded as an individual letting at present and is prohibited."

Christians would also benefit and the only cost to the authority would be a caretaker on duty.

## Essay contest

London Weekend Television is offering a £500 prize for the best essay on "How can we improve our schools?"

The competition, run in conjunction with the Department of Education, is open to all teachers and is part of a series of initiatives to improve the quality of education, which starts on August 22.

## Tackle politics—but be balanced, heads told

by Jeremy Sutcliffe

Schools should tackle controversial political issues, as long as the presentation is balanced and unbiased, according to new Government guidelines.

The guidance takes much of the sting out of the controversial clause on political indoctrination, which forbids "the promotion of partisan political views", included in the 1986 Education Act. Some teachers have criticized the clause, claiming it would impede the discussion of politics in the classroom.

But Mr Kenneth Baker seeks to soothe fears in his latest circular. The Education Secretary instructs local education authorities, governing bodies and heads to ensure that partisan politics are not promoted in schools, and to present opposing views in a balanced way.

"Such a presentation does not necessarily require a statement of all known viewpoints on every issue. But it should help pupils to understand why different sections of society hold opposing and sometimes extreme views on the same issue, and to analyse critically and evaluate their reasons for holding these views."

"Teaching staff should at all times seek to distinguish between fact and opinion, be ready to acknowledge personal bias, make clear that on matters of opinion views other than their own may be legitimately held, and encourage pupils to form their own conclusions on the basis of evidence and reflection and of discussion with others."

"How this is best done for pupils of varying maturity and understanding is a matter of professional judgement by the teachers and calls for the exercise of professional responsibility within the duties imposed by this Act."

The circular also gives notice that parent governors may remain on governing bodies after their children have left the school. The maximum number of governing bodies on which anyone may serve is also to be reduced from five to four.

Circular 107, Department of Education and Science, Circular 107/87, York Road, London SE1 7PH.

## PROFESSIONAL ASSOCIATION OF TEACHERS



There is only ONE "no strike" union

During the period of disruption in schools PAT has worked tirelessly for PEACE

PAT has been positive and constructive and has been able to influence events as a result

PAT will continue to talk in a positive and constructive way and will continue to influence events

If you want to be part of that constructive influence then join PAT

**TODAY**

PAT—the "no strike" union that works for Peace in our Schools

Professional Association of Teachers  
FREEPOST  
Department EW  
99 Friar Gate  
Derby DE1 5BH



## PLATFORM

## NEWS



The Government may be right to devolve more power to schools but is this compatible with effective organization of local education services? Philip Merridale sets out some of the compromises that both sides will have to make if the state system is to avoid falling flat on its back

## Steering between the two poles

"Parting is such sweet sorrow", and perhaps more sharply so at a time when great changes are impending. Nostalgia is endemic in the world of education, where it was always yesterday that the giants bestrode the land, and the retrospect enchants, but the prospect frightens. When I first became chairman of a local authority education committee, as long ago as 1974, I frequently heard lamentation upon the passing of great days, before the dreaded Local Government Re-organization, and the conquering march of corporatism. The Duke of Cambridge was wont to say that he was opposed to all reform, even when it could be shown to produce improvement. We will do ourselves no service if we respond to our present challenges in this vein. How then should we respond?

The Government maintains, with justification, that it has won a mandate for change aimed at making education more responsive to those it serves, and placing executive responsibilities at their most effective levels. No sensible person would wish to oppose those objectives of principle. Scope for argument lies in the translation of principle into detailed practice.

All concerned will have welcomed the stated intention of the Secretary of State to proceed by consultation. There are, however, strong reservations about the time-scale proposed, which includes the difficult period of the August holidays. The Government has committed itself to a parliamentary timetable requiring a Bill in November, but this presents massive problems for the draughtsmen, if they are to cover all the details. The alternative of an "Enabling Bill" is always unpopular because it is seen as a blank cheque. So then, our first response should concern timing. The future of the entire education service is surely too important to be dealt with at a breathless gallop.

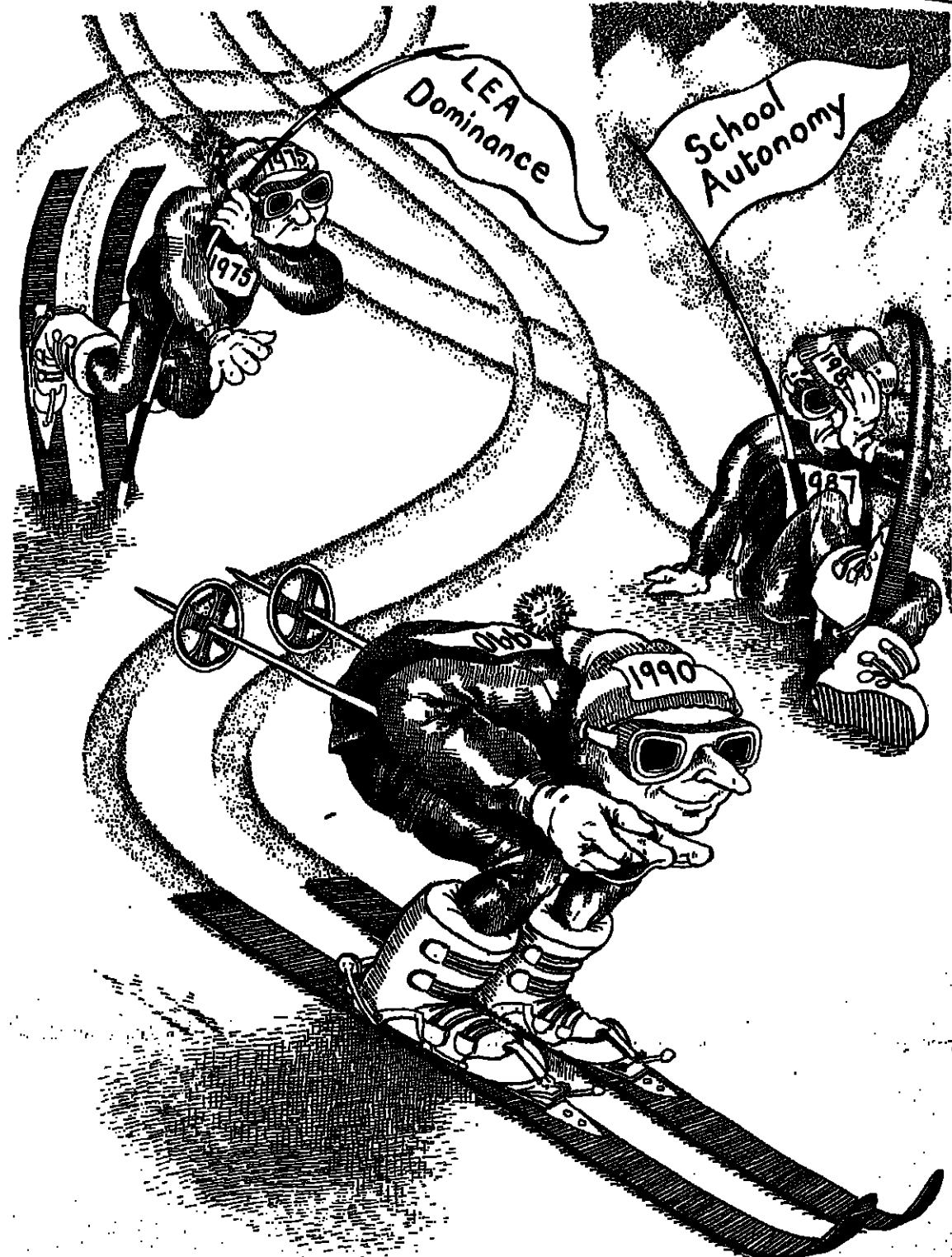
If my first point is one of timing, then the second must be the use to be made of time. The Government will be

justifiably wary of ploys which seek delay for its own sake. We must present an agenda of points for consultation which is pertinent and constructive, and beware of nit-picking.

All points should be addressed to the fundamental issue of where executive responsibility can most effectively be placed in a new structure, and the answers which we offer should not always be "with the L.E.A.", just because that is where it is now. Put at its simplest, the argument divides between two extremes. The first envisages the L.E.A. as a large and undivided continent administered coherently from County Hall; the opposite sees schools as a myriad of separate, self-administered islands, better off without the burden of a distant, and, perhaps, unsympathetic bureaucracy. Both images are unrealistic and common sense calls for a compromise between the two. The guiding principle should be effectiveness. The problem of a broken window is not one for County Hall. Planning for population changes cannot be left to individual schools. The difficulty with the consultation documents is that they seem to reflect an unresolved conflict between polarities. Maximum devolution collides with a need for coherence and planning.

For instance, the L.E.A. is to be the "employer" of the teachers, yet it will not hire, fire, discipline or promote them. It is rightly called upon to have a strategy for in-service training and staff development, but will be distanced from the means to ensure that they actually take place. It is required to rationalize school provision and to remove excess places, but schools involved in the process would be able to opt out to frustrate the whole exercise.

Local authorities have, for the most part, been able to respond to population change by agreed schemes of teacher re-deployment. The new prospect appears to offer only redundancy and an argument about who pays the compensation. Teachers will also won-



der where liability lies for the many provisions of the Employment Acts. They will face the possibility of taking an L.E.A. to an employment tribunal for grievances which the L.E.A. neither caused nor could prevent. Such considerations where liability lies for the many provisions of the Employment Acts. They will face the possibility of taking an L.E.A. to an employment tribunal for grievances which the L.E.A. neither caused nor could prevent. Such considerations

der where liability lies for the many provisions of the Employment Acts. They will face the possibility of taking an L.E.A. to an employment tribunal for grievances which the L.E.A. neither caused nor could prevent. Such considerations

gaining the maximum from the new one.

The areas where coherence makes a strong claim for primacy must surely include:

- Building programmes and the overall management of the building stock.
- Support services, such as advisory, para-medical, special education, education welfare and transport.
- Training and staff development.
- Provision of supra-school facilities, such as activities centres, teachers' centres and group TVEI projects.

Progressive devolution to schools needs to be paced at a speed which they and their staff and governors can manage, but the objective should be accepted and programmed, albeit with some flexibility. L.E.A.s must accept that they will often need to proceed by the use of influence, goodwill, or advice, where, perhaps in the past,

they have relied on directives. Schools and governors will certainly need help and advice.

A final word on the appointment of heads. L.E.A.s regard this as the most important job they do and they bring to it both knowledge and experience. The appointment is critical to the L.E.A. and to the governors and the schools. A constructive role for each in this task perhaps marks the conjunction between the philosophies of coherence and devolution. It is an idea that both sides should think about.

So, let us to our consultations, with a moment of regret for our vanished holidays. For the L.E.A.s this need not be "The Last Post"; it ought to be "Reveille".

Philip Merridale is the former chairman of the Association of County Councils' education committee.

|   |   |   |   |   |
|---|---|---|---|---|
| D | I | A | R | Y |
| I | A | R | Y |   |
| A | R | Y |   |   |
| R | Y |   |   |   |
| Y |   |   |   |   |

### Paper money

Here's a tale of two unions. One is about to make further financial demands on the editorial budget of its long-established, traditionally independent weekly newspaper, and is insisting it toes the line on union issues.

The other is about to relaunch its already glossy magazine, edited by former Guardian education correspondent Wendy Berliner, and with a much bigger budget. It envisages a more independent editorial line, complete with occasional guest editors.

The first union is also not replacing its senior press and public relations officer, Stuart Skyle, who's leaving to become PRO for the Institute of Physiotherapists. Mr Skyle's job is to be downgraded in line with the union's reduced circumstances.

The second union is to appoint a full-time press and public relations officer for the first time, reflecting its upwardly mobile membership figures.

One union is the National Union of Teachers. The second is the Assistant Masters and Mistresses Association. My sense of delicacy does not allow me to say which is which, but AMMA's joint general secretary, Joyce Baird, was in generous mood this week. "It must be purgatory to be in their position," she sighed.

### Gerbil crumbs

The sudden flurry of consultative documents, which carry an October 9 deadline for comments despite being issued in the dead days of summer, continues to raise the hackles of the education world.

Most comments so far have been less than complimentary but what is more interesting is the league table of the dispossession and disgruntled that's emerging from this consultation exercise.

Unsurprisingly, Tory "wets" are numbered among those who feel hard done by. The pale blue Conservative Education Association, which

opposes the more radical reforms in the forthcoming Cerdil (Great Education Reform Bill), complains it's received only five copies of the national curriculum document and is taking the matter up with Mr Baker.

They should be so lucky. The National Confederation of Parent-Teacher Associations has received only three or four copies, while the Welsh Confederation of PTAs has received just one. Top of the league of the ignored, however, is the Lancashire Federation of PTAs, who have not received a single copy. Power to the consumers.

### Worrying account

Who cares when the Inner London Education Authority goes? One organisation with a clear stake in its future is an advertising agency called Nucleus, which has just taken on the authority's £1.6 million account.

This will include running equal opportunities and recruitment campaigns. Intriguingly, the agency used to handle the Greater London Council's advertising in the days leading to abolition.

One of its snappier slogans, intended to promote the council's equal opportunities policies, was: "Who cares when the GLC goes?"

### Semi royal

Following my recent story about the London school cleaner who was sacked for smoking other things, her appalling plight was a delight to learn that Rosalind Wicks, a cleaner at a comprehensive in Ammanford, near Swansea, has enjoyed better luck. She has just been appointed to rule a tribe of 200,000 people in Nigeria, but will have to leave her humble semi and keep on her school job.

### Acronym

Corporal punishment will be banned in state schools from tomorrow. Geraldine Hackett reports

## 'No strike' law comes into force at last

Teachers skilled in deftly flicking chalk at the classroom troublemaker will find such talents are now redundant.

Not only will caning be banned from state schools from tomorrow, but also clouts across the head and wallops with a pilsnol. Any act that could be considered battery will leave teachers vulnerable to parents bringing civil actions for assault.

The ban on physical punishment narrowly scraped into the 1986 Education Act when MPs voted in favour of outlawing such punishment by a majority of one.

Teachers who strike children will be in breach of their contracts of employment and will be dealt with by the disciplinary procedures of education authorities. Parents will also be able to start civil court proceedings, but teachers will not be liable for criminal charges unless unreasonable force is used against a pupil.

Teachers will still be able to strike a pupil in self-defence and will not be liable if they hit a child accidentally.

The ban on physical punishment also applies to pupils at independent schools who are on assisted places and children of serving officers whose fees

are at least partly paid by the Government.

However, the independent sector may now decide to impose its own ban rather than have some pupils who can be beaten and others who cannot.

Mr Martin Rogers, chairman of the Headmasters' Conference, which represents the major boys' independent secondary schools, has suggested that most heads are happy to see corporal punishment disappear.

Physical punishment, already banned by 44 local education authorities, has few remaining advocates. Even the National Association of Schoolmasters' Union of Women Teachers, despite its policy in favour of corporal punishment, has bowed quietly to the inevitable.

But just in case the ban is not strictly observed, the Society of Teachers Opposed to Physical Punishment intends to stay in existence for another 12 months.

STOPP is also supporting cases due to be heard in the European Court involving pupils at independent schools. Those cases could end in rulings that such punishment is unacceptable in all schools, finally making STOPP redundant as well.



Unable to cane: teachers will only be able to strike a pupil in self-defence

## In-service grants get £7m boost

by Sue Surkes

The Education Secretary has announced plans to spend £207 million during the next financial year on grant-related in-service training (GRIST) programmes.

The figure, which is £7 million up on the current sum, represents a 3.5 per cent increase.

The Government expects £77 million, compared with £70 million this year, to be spent on national priority areas. It is prepared to provide £53.9 million - 70 per cent - in grants.

The figure for local priority areas, which qualifies for a 50 per cent government grant, remains the same as that for the current year at £130 million.

Local education authorities are being notified of their indicative allocations and will have to submit their plans to the Department of Education and Science by October 9. Final allocations will be made by the Secretary of State in December.

Among the national priority areas, Mr Kenneth Baker intends that £19 million will be spent on training for the shortage subjects of maths, science and craft, design and technology, compared with £16.5 million this year.

Provision for the training of teachers of children with special needs will go up from £3.5 million to £5 million, of which £1.2 million will be set aside for the training of teachers designated to meet special needs in ordinary schools.

Money for in-service training to support the Government's information technology initiatives in schools will rise by £800,000 to £4.8 million. Funding for the training of teachers providing advanced further education in polytechnics and certain other institutions will increase by £700,000 to £2.2 million.

But cash to train teachers in organization and management will increase by only £300,000 to £4.3 million. And funding to train further education teachers in areas related to industry, the economy, and the world of work will drop by £900,000 to £3.6 million.

It is intended to make available £15 million for training in the assessment of achievement - the same figure planned for GCSE training this year. Mr Baker said last week that the sum would be important for work on GCSE, the development of records of achievement, and laying the groundwork for the national curriculum.

## THE TIMES



## Islam in Britain

There are now a million Muslims in Britain. How are they - and the rest of our society - coping with the clash of cultures? Next week, in a major series, *The Times* looks at the impact of Islam



and regularly in *The Times*, Peter Ackroyd (left) on books, Bernard Levin on the way we live now, David Miller on sport, Frances Gibb on the law, John Clare on education, Jane MacQuitty on wine, John Higgins on the opera, Geoffrey Smith on politics, Barbara Amiel's viewpoint, Philip Howard on words, David Sinclair on rock, David Robinson on the cinema, Rex Bellamy on tennis, the unique *Times* crossword... and much more

THE TIMES  
The world's most famous newspaper (25p)

## Disobey parents, Ulster pupils urged

by Carmel McQuaid

If schools in Northern Ireland could persuade pupils to rebel against their parents and community, the civil conflict would end, a psychology lecturer has advised.

In his book, *Caught in Crossfire: Children and the Northern Ireland Conflict*, Dr Ed Cairns, of the University of Ulster, says that the obedient nature of Ulster's youngsters is perpetuating the religious divide.

The young people attend church and school regularly, give their teachers little trouble, and keep on the right side of the law.

Dr Cairns warned: "The violence of the 1970s and 1980s could furnish the script for political behaviour over the next 50 years. If one day the two communities are to live in harmony,

something will have to be done to ensure that Northern Ireland does not continue to produce children who tend towards conformity with their parents."

The book cites a survey which raises more fears: 2,785 children from Northern Ireland, the Irish Republic, Jordan and Iraq were asked to write for 10 minutes on "My Country". The Ulster sample mentioned politics less frequently and violence more often than the others.

"The political apathy carried into adulthood could leave the way open for violence to dominate in the years to come," he warned.

The book also cites a survey which raises more fears: 2,785 children from Northern Ireland, the Irish Republic, Jordan and Iraq were asked to write for 10 minutes on "My Country". The Ulster sample mentioned politics less frequently and violence more often than the others.

"The political apathy carried into adulthood could leave the way open for violence to dominate in the years to come," he warned.

The book also cites a survey which raises more fears: 2,785 children from Northern Ireland, the Irish Republic, Jordan and Iraq were asked to write for 10 minutes on "My Country". The Ulster sample mentioned politics less frequently and violence more often than the others.

Ulster pupils also differ from minorities in that they rarely misidentify their own group. "The problem is not one of thought of as involving two psychological majorities," Dr Cairns concludes.

The author warns that the desire to conserve schools as "havens of peace" can only inhibit the open inter-group discussion vital for reconciliation.

Schools, he argues, could provide the ideal scenario for assembling their history and social sciences. Equipped with background knowledge, pupils could then continue the theme with a group from the opposite school system.

"The syndrome where the existence of the conflict is denied is undoubtedly a major obstacle to peace," Dr Cairns concludes.



£19 million is to be spent on shortage subjects such as craft, design and technology



Children's conformity perpetuates conflict









Dressing down: egalitarians have criticized Oxford for perpetuating sartorial conventions and "stupid traditions" that discourage state scholars

## Rebuilding Oxford with red-brick values

The Brideshead factor, which has dogged repeated attempts at democratizing Oxford University's intake since the publication of Evelyn Waugh's wartime novel, may have struck again.

Last summer's post-exam frolics turned to tragedy with the death of a Cabinet Minister's daughter, Olivia Channon. The incident focused media attention on Oxford's smart set, made up of the daughters and sons of the rich, the famous and the titled. Privilege and elitism, once again, reared its unspectacularly elegant head. What's more, it did so on the television news watched by millions of people.

Some see the revivification of Brideshead as an important factor behind Oxford's sudden downturn in applications for entry this autumn (down 6.4 per cent, with applications from state schools slumping by 10.9 per cent).

It is, however, more likely that Oxford has been affected by Cambridge's success in attracting state scholars (applications up 7.7 per cent) through its new and more straightforward admissions procedure.

### Is Oxbridge still the preserve of the public school élite? Jeremy Sutcliffe on one college's attempt to shed the gilded youth image

Two years on after Oxford introduced its new entrance procedure (abolishing its "elitist" seventh-term exam, which favoured the better-resourced independent schools, and admitting candidates through UCCA for the first time), there has been no improvement in the numbers entering from state schools.

But intriguingly, at Keble College, which pioneered the new Oxford procedure in the early 1980s, the picture is very different. Sixty-five per cent of its applicants this year came from state schools.

The reasons for this can be traced back to its foundation in 1870. Unlike other Oxford colleges, it was founded with the aid of public subscription by a group of Anglicans and social reformers, primarily as a college for Church of England priests. Unusually, it also had the avowed intent of attracting a less exclusive intake.

It was even set apart symbolically from its fellow colleges by its architecture, being constructed of red brick - which has been much derided - in contrast to the warm Oxford stone of its peers.

Its official guide quotes the art historian, Sir Kenneth Clark, as saying, by the 1920s, "it was universally believed in Oxford that Ruskin had built Keble, and that it was the ugliest building in the world".

Clark himself was later to describe Keble as among the finest buildings of its date in England, but the stigma imposed by social snobbery has stuck. For much of this century Keble has recruited heavily from northern grammar schools, in contrast to, for example, Christchurch (the Brideshead model) which still has strong traditional links with Eton.

Its early pioneering of the "higher education for all" principle has been

taken up by its present warden, Christopher Ball, and the college admissions tutor, Phillip Capper, who developed the new admissions system.

The result has been to raise Keble's intake from the maintained schools to a two-thirds majority. The question is, why has this not happened in other Oxford colleges?

Undoubtedly, there is institutional resistance to social change in some colleges. While the leadership of Keble has a strong desire to change (Mr Ball, after all, as chairman of the National Advisory Body for public sector higher education has been in the vanguard of the polytechnic movement), other colleges are not so forward.

Danny Whitaker, vice-president of Keble's junior common room (who attended a London comprehensive school), has noted a marked difference between "friendly" Keble and some of

the more exclusive colleges.

"There's still a fair degree of under-representation, both of comprehensive schools and some regions, particularly inner London, Scotland, the north of England and Wales," he said.

He is full of praise for Messrs Ball and Capper, whom he describes as "very responsive to new ideas". But he's scathing about some other colleges (though he wouldn't name them). In order to attract more state scholars he believes Oxford needs to rid itself of some of its remaining "stupid traditions". Among these he numbers having to wear gowns for college meals.

Intriguingly, since Keble began the long march towards a more comprehensive intake in the early 1980s, it has also leapt up the league table of Oxford degree results.

This year, it has jumped from 17th to 9th in the Oxford-Norington league table and it is now top of the league in science (last year it was 18th). Clearly, by attracting more students from state schools, Keble has done itself no harm.

## First division league tables

Oxford's Norington Table, and its Cambridge equivalent, Ivy League, produced for *The Times*, provide annual academic performance indicators which are keenly studied by candidates, teachers and dons.

This year's league tables show that once again, single-sex colleges prop up the league, while at Oxford, University College remains top place, and at Cambridge, Queens' has leapt 10 places into top spot.

The more detailed Norington Table shows that, in science, Keble College is number one, while Magdalen is top in the arts. There is no breakdown for arts and sciences at Cambridge.

Many academics are sceptical about the value of the tables but their publication arouses great interest in both towns.

Dr Christopher Pelling, tutor for admissions at Oxford's University College, is a supporter of the system. "We try to pick winners," he explained, "and last year was an extremely active and pleasing one."

The tables are calculated by weighting points for different classes of degree and then expressing results as a percentage of the maximum possible score.

### CAMBRIDGE'S IVY LEAGUE

| Position '87 ('88) College | % of max possible | % First |
|----------------------------|-------------------|---------|
| 1 (10) Queens'             | 83.0              | 22.8    |
| 2 (4) Christ's             | 81.8              | 24.1    |
| 3 (10) Clare               | 81.8              | 20.2    |
| 4 (13) Sidney Sussex       | 80.3              | 18.5    |
| 5 (11) Corpus Christi      | 79.7              | 18.9    |
| 6 (8) Churchill            | 79.7              | 19.0    |
| 7 (14) Trinity             | 79.6              | 17.2    |
| 8 (1) King's               | 79.6              | 21.3    |
| 9 (1) Trinity Hall         | 79.5              | 16.8    |
| 10 (9) Emmanuel            | 79.4              | 17.7    |
| 11 (12) Jesus              | 78.6              | 16.3    |
| 12 (5) Caius               | 77.7              | 14.8    |
| 13 (7) Downing             | 77.6              | 13.4    |
| 14 (16) St John's          | 76.9              | 13.9    |
| 15 (8) Peterhouse          | 76.7              | 11.9    |
| 16 (19) St Catharine's     | 76.7              | 8.8     |
| 17 (22) Newnham            | 76.2              | 11.2    |
| 18 (15) Fitzwilliam        | 75.8              | 10.9    |
| 19 (18) Pembroke           | 75.2              | 8.1     |
| 20 (24) Magdalene          | 75.2              | 8.0     |
| 21 (17) Robinson           | 74.4              | 8.0     |
| 22 (20) Girton             | 70.2              | 2.8     |
| 23 (21) Selwyn             | 69.4              | 2.8     |
| 24 (23) New Hall           | 48.1              |         |

Total percentage of firsts: 14.0  
Percentage of upper seconds: 28.6  
Percentage of lower seconds: 28.6  
Percentage of thirds: 28.6

### OXFORD NORINGTON TABLE

| 1987 Position College | (1988) Position | Number of Finalists | Degree class | Norington percentage |
|-----------------------|-----------------|---------------------|--------------|----------------------|
| 1 University          | (6)             | 101                 | 23 60 17 1   | 65.36                |
| 2 St John's           | (11)            | 93                  | 22 66 19 3   | 63.84                |
| 3 Christ Church       | (10)            | 121                 | 28 62 27 4   | 63.50                |
| 4 Worcester           | (15)            | 84                  | 18 47 15 4   | 63.10                |
| 5 Wadham              | (16)            | 106                 | 22 58 23 3   | 62.83                |
| 6 Merton              | (2)             | 74                  | 18 34 18 4   | 62.70                |
| 7 Magdalen            | (13)            | 108                 | 21 64 18 5   | 62.59                |
| 8 Jesus               | (22)            | 84                  | 17 44 21 2   | 62.14                |
| 9 Keble               | (17)            | 117                 | 24 67 30 8   | 61.03                |
| 10 Queen's            | (23)            | 86                  | 17 42 18 7   | 60.24                |
| 11 New                | (12)            | 104                 | 19 64 26 6   | 60.19                |
| 12 Exeter             | (4)             | 82                  | 14 43 22 3   | 60.00                |
| 13 Hertford           | (8)             | 104                 | 18 64 24 8   | 59.23                |
| 14 Pembroke           | (25)            | 81                  | 14 41 20 6   | 59.01                |
| 15 Corpus C           | (9)             | 98                  | 17 34 18 1   | 58.82                |
| 16 Oriel              | (18)            | 98                  | 11 52 24 5   | 57.88                |
| 17 Balliol            | (19)            | 81                  | 14 46 26 6   | 57.80                |
| 18 Lincoln            | (5)             | 77                  | 10 42 21 4   | 57.66                |
| 19 St Ed Hall         | (14)            | 88                  | 13 54 21 10  | 56.84                |
| 20 Trinity            | (11)            | 88                  | 7 37 19 3    | 56.67                |
| 21 Lady Mgt Hall      | (21)            | 108                 | 12 58 34 4   | 56.67                |
| 22 Brasenose          | (7)             | 99                  | 11 60 30 8   | 56.16                |
| 23 St Cath's          | (19*)           | 129                 | 14 60 45 10  | 54.26                |
| 24 Somerville         | (28)            | 99                  | 7 51 37 4    | 53.74                |
| 25 St Hugh's          | (26)            | 100                 | 9 47 36 8    | 53.00                |
| 26 St Hilda's         | (27)            | 103                 | 7 52 36 9    | 52.43                |
| 27 St Anne's          | (19*)           | 116                 | 8 58 38 11   | 52.36                |
| 28 St Peter's         | (24)            | 82                  | 6 38 28 10   | 50.49                |

Total Average (%) 2.664 410.1 393.708 186 15.4 82.3 28.6 5.9

## How to avoid the stigma of failure

### CURRICULUM

Ian Nash examines the progress made by Sir Keith Joseph's Lower Attaining Pupils Programme. Additional research by Elaine Hines

A boy who had just left school was asked by his former headmaster what he thought of the new school buildings. "It could all be marble," he replied, "but it would still be a bloody school."

The famous quotation, which introduced *The Newsmen Report* in 1963, could equally well serve as an introduction to the Further Education Unit's report, *The Dilemmas of Low Attainment*, to be published this summer.

Not only does the new research highlight how pupil disaffection and lack of motivation lead to truancy, it also suggests that the recent initiatives for low attainers have been necessary because schools have ignored two decades of sound advice since Newsom, and that the seeds of long-term discontent are sown in any scheme that has the stigma of failure.

Dr Peter Holly, a lecturer in curriculum studies at the Cambridge Institute of Education, was asked to evaluate Northamptonshire's Lower Attaining Pupils Programme, launched on the initiative of Sir Keith Joseph when he was Education Secretary. He concluded that if a scheme is good for low attainers, it is good for all.

Sir Keith first suggested the programme in 1982 to help the bottom 40 per cent of pupils for whom "public examinations at 16-plus are not designed", including a proportion of pupils who nevertheless sat and scraped through exams.

By 1985, LAPP pilot projects were planned or under way in 17 local education authorities, with a strong emphasis on skills for literacy, numeracy and communication (with Bullock and Cockerill in mind) and

allowing pupils to negotiate the contents of their school day.

In Sir Keith's view, low attainers needed an "alternative" curriculum, within the same social framework as the rest of the school. It should include work schemes, community projects and pupil profiles.

Superficially, Northamptonshire's submission reflected Sir Keith's agenda in nearly every respect. In his analysis, Dr Holly says, he was also offering a critique of the national initiative.

He found a programme fraught with dilemmas, such as a bias towards life and social skills at the cost of practical subjects. The areas that pupils were in danger of losing out on included ethical or moral experience, laboratory work in science and aesthetic subjects such as music.

Work experience and vocational schemes were constantly in danger of becoming little more than "skills training". Dr Holly concluded that there should be "no training without education".

In general, however, the project remained relatively isolated within the school and had little influence on the predominantly single-subject, examination-orientated curriculum.

The county evaluation team concluded that teachers needed more training to encourage self-assessment skills in pupils and to teach with greater vocational relevance. They needed help in developing individual learning programmes and assessing extra-curricular schemes. It concluded, in a report also published by the FEU, "These needs are not unique to LAPP; many of them apply to various pre-vocational and other programmes."

Mr Jack Mansell, chief executive officer of the FEU, said that almost all the arguments given in the LAPP reports apply to the further education sector. "It is an unfortunate fact that many educational initiatives are associated only with lower achievers."

"They are more often than not identified as resulting in some dilution of 'proper education'. Worthwhile developments do not sufficiently permeate the whole curriculum." Much the same stigma was attached to vocational

preparation, particularly the Certificate of Pre-Vocational Education, he said.

Sir Keith argued that there was a tendency to organize schools around the needs of the more successful academic pupils, while failing to cater for the less able. However, the answer was not to offer them an impoverished curriculum, he said.



From examination to assessment—the education of the less academic

1951 Introduction of single subject GCE O level, designed for top 20 per cent of ability range.

1963 Newsmen Report published - recommended a broadening of the curriculum to accommodate those of average or less than average ability, and the raising of the school-leaving age to 16.

1966 Introduction of CSE for those pupils "whose ability covered the range from just below the average... to that capable of achieving a pass at O level". Assessment of work during the course a distinctive feature of the examination.

1972 Raising of the school-leaving age to 16.

1982 Announcement of LAPP by Sir Keith Joseph. Designed to encourage curriculum development programmes for low attainers, including expansion of work experience and pre-vocational training similar to that of the YVE.

1983 Launch of Records of Achievement Initiative - designed to offer all school-leavers "a certificate which is recognized and valued by employers and institutions of FE", which should "give credit for hard work, regardless of a pupil's ability".

1984 Manpower Report, *Improving Secondary Schools*, published. Recommended restructuring of the final two years of compulsory schooling on course-unit lines. At the end of each unit all pupils would be offered "a clear and tangible assessment of their performance". For some pupils, these units would overlap with external examinations.

al preparation, particularly the Certificate of Pre-Vocational Education, he said.

Sir Keith argued that there was a tendency to organize schools around the needs of the more successful academic pupils, while failing to cater for the less able. However, the answer was not to offer them an impoverished curriculum, he said.

Profiles presented another dilemma. When Sir Keith called for them to

be a part of the LAPP programme, it was in the days before GCSE and it was questioned whether a system designed for the less academic could be applied to all.

There was also conflict between central and local government. Northants offered a locally co-ordinated programme within a centrally agreed structure. Throughout the programme there has been the question: "Will the teachers go along with it?"

While Dr Holly carried out his theoretical analysis, the i.e.a. was assessing the scheme in practice. It found that almost all staff connected with the project felt pupils achieved more than was initially expected.

They benefited in terms of self-confidence and their attitude towards adults, school and learning in general. Attendance rates improved by 6 per cent in the first year of the project and both truancy and school exclusion rates fell.

Teachers not involved in the scheme were pleased to see something done for the lower attainers and reported a better general atmosphere in school.

Similar warnings were given in a national survey of the LAPP scheme by Her Majesty's Inspectorate last year. It concluded that many able children lost out on exciting educational developments because they were dismissed as part of a programme for the less able.

This led to a stagnation of developments within the scheme and HMI noted that many schools dwelt on literacy and numeracy to the detriment of music, art and drama.

Many pupils became more articulate through their work within the community. The generally low standards in literacy and numeracy were therefore "all the more disappointing", said HMI.

Dr Holly warns that "schools might be tempted to identify a small number of pupils at the end of the third year and place them on a special course which might effectively remove them from the options system for most subjects".

If the LAPP scheme - which many i.e.a.s will be offering to schools by 1988 - is to succeed, it must transcend all subject boundaries and recognize that all pupils may need its support at one time or another. "Disadvantaged" was not a fixed "once and for all" label, Dr Holly says.

The bulk of evidence supports his conclusion that national initiatives should eventually influence the curriculum "for all pupils".

*The Dilemmas of Low Attainment*, FEU, Elizabeth House, York Road, London SE1 7PH.

## Potentially expensive half measures

### EXAMINATIONS

Next month the AS level will take its place in the curriculum. Jeremy Sutcliffe discovers what teachers think of it

The merits for the new AS (Advanced Supplementary) level, due to be introduced into the school curriculum from September, are far from good. Like the GCSE it will need an infusion of extra resources but, unlike the GCSE, there are strong reservations about its educational merits.

Many teachers have a strong feeling of déjà vu: they have seen earlier attempts to broaden the 16 to 19 curriculum come and go over a decade or more.

There was a clear "we'll believe it when we see it" attitude among sixth-form teachers at a recent AS level conference in Runcorn, Cheshire.

Such a world-weary reaction is understandable, but fortunately, most of the conference (organized by the



Short cuts in many cases A level courses have simply been chopped down the middle

college) had a far more positive response to the changes. However, Mr Baker should be aware: much of it was positively critical and suggests the Education Secretary will have to work hard if he is to gain acceptance of the new exam, which will be equivalent to half an A level.

Mr Baker has said he wants 95 per cent of schools to offer at least two AS levels by 1990. He also hopes to see most sixth-formers leaving at 18 with at least one AS level in addition to A levels.

Few teachers at the Runcorn conference believed this target would be achieved. Their scepticism is based on serious educational reservations, and doubts about funding.

No one appeared to dispute the desirability of what the AS level was devised to achieve - a broadening of the sixth-form students' knowledge. The argument that pupils need breadth as well as depth of knowledge was

### AS levels

May 1984: In response to demands for a broader sixth-form curriculum, the DES announces proposals for a new exam designed to cover half the syllabus of A levels. Typically, an A level student would study for two A levels and two AS levels. The proposals attract vociferous criticism from teacher unions, but are generally welcomed by university admission tutors.

March 1985: The White Paper *Better Schools* gives the go-ahead for the first AS level exams in 1988, following two years of study.

October 1986: First draft syllabuses sent to schools.

The result will be a cautious acceptance of AS.

approach: it seems most will wait to see how others fare before offering one or two AS levels - and they may well be in the "soft" subjects, like art and general studies.

Cost could be the reason for the limited offering. If GCSE was expensive to introduce, the widespread introduction of the AS level will, say the Runcorn delegates, be infinitely more expensive as it will involve a substantial number of extra classes. After all, they argue, if breadth and not depth is to be taught, they will not be able to sit on an A level classes the whole time.

Most teachers seem to want something akin to the international baccalaureate, enabling greater breadth and choice of subjects. One summed up many of his colleagues' attitude to AS: "It's the cheap answer to the idea of breadth and it won't work."

The introduction of AS presents a conundrum. Teachers are wary about how universities will react. Meanwhile, the exam boards (who have to make a profit in the brave new world of Thatcherism) will only offer a limited number of options because they don't know how their customers - the teachers - will take it.

"We are not sure what the demand for AS levels is going to be. We are completely dependent on the entries we get from schools and colleges and there's a limit to the amount of loss leaders we can stand," says Mr Garroth Gregory of the Joint Matriculation Board.

Ironically, it may be the university admissions tutors who will be pushing hardest for AS levels. As one delegate at Runcorn put it: "Universities are finally waking up to the fact that the demographic curve means there's not going to be a ready supply of 18-year-olds to fill their courses. In the end, they will have to respond to the market, and that means they will have to accept AS."



## OVERSEAS

## Students revolt against strongman

## PANAMA

**Michael Gibson on General Noriega's measures to stay in power**

University students have been one of the driving forces behind the growing rebellion against Panama's military strongman, General Manuel Antonio Noriega.

The general's desperate attempt to cling to power began with the indefinite closure of the National University in Panama City on July 29, after as many as 20 students were wounded by police gunfire during a demonstration against General Noriega. A week earlier another student-led march from the university into the commercial centre of the city had been broken up by riot police firing shotguns.

As in many of the smaller Latin American countries, students play a disproportionately important role in the political life of Panama. The National University's 8,000 day students (many more study part-time in the evening) frequently took the lead in demonstrations against the US presence in the Canal Zone, which bisects the country, and only desisted in 1977, when an earlier and very different military strongman, General Omar Torrijos, concluded an agreement to phase out the American military bases.

General Torrijos was a great populist leader, and the generals who have continued to run the country, overtly or behind the scenes, since the *caudillo's* mysterious death in a plane crash

in 1981, have attempted to cash in on his mystique. But they have not been of General Torrijos's stature, and the largely middle class-led popular revolt against General Noriega in the past couple of months has focused on military corruption, gangsterism and involvement in drug-running. Probably the accusation that has most inflamed the young professionals who graduated during General Torrijos's heyday in the 1970s is one levelled against General Noriega by his former second-in-command, Colonel Roberto Diaz Herrera. He has claimed that General Noriega engineered the plane crash in which General Torrijos died, and later rigged the 1984 election results to ensure that a military-backed candidate won.

General Torrijos was fortunate enough to be in power at a time when Panama was fast becoming a world banking centre, and he used the money that poured into the country to build a secure power-base among both the

poor black and mulatto majority of Panama's two million people, and among the growing middle class who benefited from his spending on higher education and the infrastructure.

Panama has since suffered from the end of the petrodollar boom and the departure of much of the smart money for safer havens. Unemployment is now thought to be around 20 per cent, inflation is out of control, and the blatant venality of the military is something that all sectors of society find offensive.

Student and professional bodies are among the leading components of the National Civic Crusade, a loose anti-government coalition of more than 100 organizations, ranging from chambers of commerce to trade unions. The Crusade has made much of the rumour in the past few weeks of riots, demonstrations and peaceful protests against General Noriega.

When even the US joined the opposition at the end of last month, calling for a swift move towards democratic elections, his days seemed to be numbered. But he is not going without a fight. In the past couple of weeks he has arrested Colonel Diaz, closed down the opposition press, expelled the Reuters correspondent and detained the principal Civic Crusade leaders.

## Bureaucrats in rescue deal beset by fiscal jerks

## UNITED STATES

The New York state school system, desperate for funds, has found a fairy godmother. The Municipal Assistance Corporation, which was largely responsible for hauling the city out of bankruptcy 12 years ago, is promising \$600 million (£400 million) to help finance a major building programme.

That is the good news. The bad news, from the point of view of New York's empire-building bureaucrats, is that the offer is conditional on a shake-up of the Board of Education, and a paring-down of the central bureaucracy.

Mr Felix Rohatyn, the chairman of MAC, has unkindly compared the board to the type of bureaucracy he encountered in a recent trip to the Soviet Union. This has not been well received by the officials concerned, but there is a limit to the riposte you can give to a man making that kind of offer. Besides which, Mr Rohatyn has a point: it now takes eight years to build a state school in New York, the same time it takes for a nuclear power station. He calls this "absurd".

Mr Rohatyn has put other conditions on his offer, one of which is that there should be no guidance counsellors to every 90 students. Since the city only has 306 counsellors for its 454,056 elementary pupils, this is going to mean 4,850 new jobs.

The would-be benefactor estimates that this would cost between \$2 and \$3 million (£1.3-£2.2 million) annually, which, unless he can persuade someone to work in New York for \$655 dollars (£440) a year, sounds like fairy arithmetic.

However, Mr Rohatyn is convinced that more counsellors are the key to educational success, and he is the man with the money.

Under his leadership, MAC has had a remarkable record: not only saving New York from the fiscal mire, but also providing large sums for the city's transport system, public housing and civil engineering works.

His proposal, complete with conditions, has already been accepted by Governor Mario Cuomo, Mayor Koch, and Robert Wagner, the president of the board. It is now being left to the beleaguered civil servants to draw up plans. Since this will be akin to drafting their own redundancy notices, it may take a little while. Possibly even longer than building a school in New York.

Bill Norrila

On the eve of the abolition of beating in British schools, TES correspondents describe rough treatment in other parts of the world

## Caught out by a cloudy day and no watch

## SWAZILAND

As in many African countries, most of the primary children of Swaziland live in remote rural areas badly served by transport. Very few have clocks in their homes and fewer still own wrist-watches. But if they arrive late at school, they are beaten or ordered to clean up the grounds, which means missing the early morning maths lesson.

When they consequently fail the monthly test, they are beaten again; in the belief that pain in the nether regions develops ability at the other end, or at least increases concentration.

How does anyone get to school on time? Many children from the age of six have to tramp for well over an hour to reach school. This is often after household chores such as fetching water from the river, collecting firewood or taking the cattle to the dip.

My students at Ngwane teacher training college tell me it's a matter of knowing the countryside intimately. The certain angle of a shadow cast by a mountain or of an alou on a particular stone indicates when it's time to run like blazes to avoid a beating.

Of course, differences between summer and winter have to be taken into account, but the real problems arise on cloudy days with no shadows. Luckily, much of the year is dry and sunny even during the rainy season the mornings are usually bright. An English summer would leave most Swazis unable to sit down for a week.

A survey among my students revealed that more than 90 per cent had been harshly punished at primary school. Penalties included holding a heavy stone for an hour or more, standing on one leg, digging a rubbish pit, fetching water from the river for the teachers, being pinched, and straightforward "20 of the best" on the backside.

I have seen children queuing for a switch across the fingers because they were late. I once surprised a teacher in an empty classroom, beating the living daylight out of an eight-year-old girl with a long switch consisting of twigs; silent tears were streaming down the



Swazi schoolboys: arriving late in the classroom can mean a beating

child's face. I suspect she had been warned that if she made a sound, the punishment would be increased.

The Ministry of Education issues rules on corporal punishment, but dismissal or disciplining for maladministration, even when it results in injury to the child is unusual. I am unaware of any parents taking a teacher to court for assaulting their child.

School is not compulsory and the wastage is phenomenal. My students were among the survivors. They fell most of their punishment was unjust. Their crimes were not great: a forgotten pencil, a wrong answer, not paying attention or talking in class.

However, there are cries of protest when we announce that students who beat children on teaching practice will fail or be withdrawn. The parents expect it, the class teachers practise it, are among their excuses.

Nevertheless, the competent students manage very well without it, much to their surprise. The poor ones probably resort to it behind their tutors' backs, despite the hours spent on child

development and behaviour modification techniques.

This is not to suggest that Swazis are a nation of vicious bullies. They are generally courteous and gentle with a great respect for the elderly and a fondness for the young. Children are brought up to be obedient and hearing is accepted as a necessary part of life. Traditional culture is stronger than in other parts of Southern Africa. One factor may be the emphasis on unquestioning obedience to the values of one's elders, which results in a very conservative society.

However, an educated urban class is emerging which no longer knows the names of its chiefs and family ties are weakening.

Methods are becoming more humane with better-qualified teachers. They no longer fear asking questions, but rather encourage it. The high drop-out rate may diminish as children realize they won't get beaten when the sun is hidden or their elders push in front of them in the queue for the cattle dip.

Edith Salgado

## Getting away with perverted punishments

## MALAYSIA

Parents and educational pressure groups in Malaysia are demanding tougher action against teachers who use unexcused and cruel forms of corporal punishment on their pupils.

The National Union of the Teaching Profession, which has investigated and helped to expose a number of recent cases, is putting pressure on the education ministry to crack down on such teachers.

One recent incident, investigated by the Selangor State Education Department and the police, involved a primary schoolteacher who, habitually punished boys by squeezing their testicles.

An enraged couple pressed charges with the police after their son had to have one testicle surgically removed.

The headmaster said the teacher responsible (a former NUTP branch official and parent-teacher association chairman) had been transferred to another school, but parents were angry that tougher action had not been taken.

The NUTP has revealed that out of 200 similar cases of unexcused punishment - including forcing pupils to lick urine from the floor; locking them in cupboards for long periods; brutal beatings - none of the teachers involved has so far been sacked or even demoted. State disciplinary boards

have never gone beyond reprimanding or transferring them.

According to the Ministry's guidelines on corporal punishment, only the headteacher, principal or an appointed teacher in charge of discipline can give corporal punishment, which is restricted to caning boys on the hand or buttocks.

The child psychology department of the University of Malaysia, claims that reports indicate that many teachers engaged in these cruel acts were mentally unstable and unfit to teach. Haji Bujang Uls, the deputy education minister, said he had received a report that many teachers were suffering from "schizophrenia" (marked mood changes with impaired judgement) and

other mental or emotional problems.

A group of Malaysia's educationists claim that cruelty, pain and humiliation in the classroom are things most schoolchildren learn to get used to at a very early age. They claim that perverse teachers, making undisciplined boys wear dresses and lipstick or mock dances, repeatedly flicking a child's ear with rubber bands and many other similar practices, have for many years been common methods of punishment. They say, "leave us wondering why a whole generation of children have not grown up to be raving perverts".

Geoffrey Perkins

## Science briefing

Sir - John Cooper is right to ask about the Government's plans for training specialist teachers to implement the DES policy of balanced science for all (TES, July 17). Of course teachers need and deserve massive support to enable them to meet this important curriculum challenge. The Government rightly believes that the curriculum is primarily to provide for the needs of society and particularly our young people. A decent science education which is broad and balanced is part of their minimum entitlement.

But it is a bit late now to start worrying about double science. The Secondary Science Curriculum Review has been talking, writing, planning and consulting teachers about it for several years and Dudley was one of the first L.E.A.s to get involved. So Mr Cooper has had plenty of opportunities to make his voice heard.

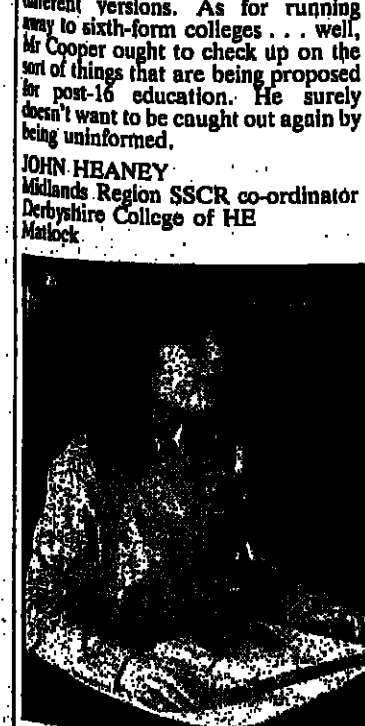
Has he only just noticed what is happening? Did he not read *Science 5-13: A Statement of Policy* or did he not realize that the DES meant what it said when it used the word "policy"? Does he not know that the development of double award balanced science courses have the support of a long list of influential and prestigious bodies including the Association of Science Education, the Council for National Academic Awards, National Association of Head Teachers, the Secondary Heads Association, the Association of Principals of Colleges and the Standing Conference on University Entrance.

As well as being out of touch with developments in the politics of science education in recent years, Mr Cooper has clearly not read the *Better Science* pack and, if he teaches in Dudley, that is strange because the L.E.A. has provided every school with a copy. If he had read it he would know that the SSCR is not advocating the disappearance of physics, chemistry and biology.

Indeed some of the most promising double award courses keep the three subjects quite separate, but insist that they be taught in a co-ordinated way. Moreover, the SSCR stresses the importance of choice in science education. I would, for example, refer teachers to our curriculum guide, *Better Science: How to plan and manage the curriculum*.

I know that many good science teachers are excited about teaching the new courses - and there are many different versions. As for running away to sixth-form colleges... well, Mr Cooper ought to check up on the sort of things that are being proposed for post-16 education. He surely doesn't want to be caught out again by being uninformed.

JOHN HEANEY  
Midlands Region SSCR co-ordinator  
Derbyshire College of HE  
Makley



## Rewriting history

Sir - Your statement in the editorial of July 31 that the first maintained secondary schools appeared in England and Wales at the beginning of this century comes from chronological inexactness.

By the time such schools were established in England, Wales was covered by a network of secondary schools opened in the 1890s as a result of the Welsh Intermediate Education Act of 1899.

The matter is more than idle pedantry. These "county" schools were designed to enable Welsh people to rise above the poverty created by the booming Victorian economy. Uncannily, we are 100 years on the introduction of a "national curriculum" intended to



## Too little, too late

Sir - In your article, "DES says race monitoring must be voluntary" (TES, July 31), you say that the Department's circular on ethnically-based statistics on school pupils was welcomed by the Commission for Racial Equality. Only up to a point.

First, we note the timing of the exercise. It is six years since the collection of ethnically-based statistics was recommended by the Rampton Committee. It is now proposed that something should start in September 1988. It will therefore be several years before the facts are established.

Second, we also note, at a time when educational directives are flying all over the place, the heavy emphasis on the voluntary nature of the exercise. If local authorities are to have to rely entirely on the voluntary principle, it must be possible that they will end up without the information needed on which to plan effectively.

There is a contrast here with the no-nonsense approach of the Manpower Services Commission, which has undertaken the collection of ethnic data both quickly and comprehensively and, having discovered where things are going wrong, has been able to set about trying to improve matters.

O. S. J. OMNES  
PETER NEWSAM  
Chairman  
Commission for Racial Equality  
Elliott House  
10/12 Allington Street  
London SW1

## Code facts

Sir - The Southern Regional Examinations Board acting as the Eastleigh district office of the Southern Examining Group very much regrets any difficulties experienced by schools entering candidates for the GCSE modular combined science as detailed in Caroline Adams' letter (TES, July 31). This particular syllabus was originally a cluster group Mode 3 syllabus which became too large for the corresponding school to administer and hence was adopted by the Eastleigh office as a Mode 2 examination in late 1986.

Inevitably, it took time to set up the appropriate machinery to run the examination without any additional staff or resources. However, after some initial problems, the system now seems to be operating smoothly.

The particular problems encountered at Newlands School would not have occurred had the initial form used to request module papers received from the school identified the school by name and/or national centre number. Under these circumstances the office was unable to take any action until the school telephoned to complain about non-receipt of papers. On

this occasion an incorrect centre code was quoted which led to the initial dispatch to the wrong centre. On the first point concerning GCSE moderators, I am sure that none of the moderators has yet completed the teams of examiners and moderators, as a glance at the advertisements in almost any week's copy of *The TES* will confirm.

D. M. BONSER  
Acting secretary, Southern Regional Examinations Board  
Eastleigh House  
Eastleigh, Hants

## Moderate timing

Sir - Caroline Adams chides the Midland Examining Group for its apparent tardiness in advertising and appointing GCSE chemistry moderators for 1988.

A few moments' thought devoted to the duties and responsibilities of coursework moderators would have made it clear that their primary function is to ensure that the coursework submitted as part of GCSE assessment is aligned to a common standard for all candidates entered for the examination. The responsibility for the devis-

## Special treatment

Sir - North Yorkshire County Council is proposing to close Stockton Hall community home, with education, without having first made adequate provision for some of its most difficult clients.

The National Union of Teachers welcomes many of the authority's recommendations for child care in the community, but would wish to point out that, as authority after authority closer to larger institutions without any regional overview, there is no safety net in this country and very little in the North of England.

Some of the youths who pass through Stockton Hall are on remand, accused of violent and/or sexual offences. Many were disruptive in main-

stream schools, where they perceived themselves as failures. In the smaller classes, with experienced and trained staff, which Stockton Hall provides, these youths benefit greatly and mainstream schools are relieved of the disruption which they can cause.

The National Union of Teachers fears the loss of the resources and the disposition of the expertise of the staff, before other educational provision has been made.

We are appealing to members of the county council to defer a decision on closure, until they have satisfied themselves that proper arrangements have been made for pupils of this kind.

The county's special needs budget is already stretched and schools find themselves without a safety net to deal

with "problem" pupils now. The addition of a further group of potentially disruptive pupils, without proper planning, could well be the final straw for many teachers.

MARGARET A. JOHN  
NUT divisional secretary  
Joseph Rowntree School  
Haxby Road  
New Earswick  
York

## Level pegging

Sir - It has been reported recently that employers are sceptical about the value of GCSE examinations as indicators of ability and may prefer to set their own tests. There is talk of the "cut-off point" and a disregard for anyone with grades other than A, B or C. All this is, of course, lethal to the hopes and ideals of the new system. And yet it comes as no surprise at all to those of us in the schools for whom the dangers have been apparent from the outset.

There is, however, one way of saving the situation. Modern linguists have for a number of years been making increasing use of terms like "level five" for the assessment of achievement. In the Graded Test scheme and musicians have a similar system in the Associated Board exams. These represent a natural progression in the acquisition of skills from level or grade one to level eight, for example.

Grade descriptions such as these could be introduced for all subjects instead of the old ABC system. And if it were not possible to use them at first, they could at least be introduced in parallel with the letter grades until such time as they could supersede them.

P. J. R. MASON  
Head of modern languages  
Workshop College  
Workshop  
Nottingham

## Advisers' case

Sir - In the light of so much publicity for members of the National Association of Schoolmasters/Union of Women Teachers continuing their withdrawal of labour, I can't help wondering why the grievances of educational psychologists and advisers get so little media attention. They are being told that they will not be paid a salary commensurate with their colleagues in the schools, as has been the case for at least 12 years.

Most are paid according to head-teacher scales, ranging from group 7 to group 11, and have a contract of employment to prove it. They are all graduates from the classroom but there the difference ends, for they don't enjoy the 14 weeks' holiday a year - they manage with a mere six weeks.

Their working day is longer too, starting at 8.30am and finishing at 4.45pm, if they are lucky. When they are not lucky they are working at teachers' centres or attending governors' meetings, and it would surprise some people to learn just how often these extras occur. They don't get paid for this "overtime".

Unlike most teachers, they need a car to do their job quickly and efficiently, and although they can claim a mileage allowance towards the running costs they receive no help with the capital outlay.

The other difference is they have never gone on strike. So far all those values held dear by Mr Baker, practised so carefully by these professionals, the rewards are to be a decline in their living standards and, probably worse, a decline in their status.

Lord Stockton recently remarked in his maiden speech to the House of Lords, that "teachers had to be shown

that society really valued them". It is no less important for society to show that the support services are similarly valued, as it is folly to separate the two. Their aims are the same, neither can be efficient without a team approach and a sharing of the problems.

It follows, therefore, that society should know that the support services are being badly treated, but they cannot be so informed unless the media makes them aware of the impending crisis.

The conclusion must surely be that dedication and professionalism is interpreted as weakness and the only way to obtain justice is to get up and fight. I for one am glad I did not give up my membership of the NASUWT when I left the classroom.

R. A. E. SURGEON  
7 Savon Hook  
Formby  
Merseyside

starting at 8.30am and finishing at 4.45pm, if they are lucky. When they are not lucky they are working at teachers' centres or attending governors' meetings, and it would surprise some people to learn just how often these extras occur. They don't get paid for this "overtime".

Unlike most teachers, they need a car to do their job quickly and efficiently, and although they can claim a mileage allowance towards the running costs they receive no help with the capital outlay.

The other difference is they have never gone on strike. So far all those values held dear by Mr Baker, practised so carefully by these professionals, the rewards are to be a decline in their living standards and, probably worse, a decline in their status.

Lord Stockton recently remarked in his maiden speech to the House of Lords, that "teachers had to be shown

## Team boost

Sir - The Midland Examining Group has advertised for moderators for GCSE chemistry, but this is to increase the team we already employ and to replace those who may retire.

Internal assessment of course work in chemistry has been moderated since the MEG 16-plus joint GCSE O level/CSE chemistry commenced in 1984. The first examination for this precursor to GCSE was in 1986.

GLYN THOMAS  
Serving Officer (Chemistry)  
The West Midlands Examinations Board



Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.







## FEATURES

## The long path to abolition

- 1669 "Children's Petition" presented to Parliament, describes sufferings of 17th-century schoolchildren "of that nature as to make our schools to be not merely houses of correction but of prostitution, in this vile way of castigating in use, wherein our secret parts, which are by nature shameful, and not to be uncovered, must be the anvil exposed to the immodest eyes and filthy blows of the smiter . . ."
- 1698 Revised version of Petition published, aiming to persuade MPs to sponsor bill to control use of corporal punishment.
- 1783 Poland abolishes school beating (NB: Greece, Italy, Iceland and Luxembourg have never permitted school corporal punishment).
- 1820s Netherlands abolishes.
- 1861 Clarendon Commission's report on nine public schools says: "Corporal punishment has . . . greatly diminished".
- 1867 Belgium abolishes.
- 1870 Austria abolishes.
- 1878 Two women members of the London School Board attempt unsuccessfully to abolish beating of girls and infants in Board schools.
- 1881 France abolishes.
- 1889 London schoolboys strike: one of four demands is an end to caning.
- 1890s Finland abolishes.
- 1905 Society for the Reform of School Discipline asks London County Council Education Committee to abolish flogging in the army is banned.
- 1906 Soviet Union abolishes.
- 1923 Turkey abolishes.
- 1930 A sub-area of one local education authority bans corporal punishment for 18 months after a teacher loses his temper and injures a pupil; re-introduced after protests from teachers, police and parents.
- 1936 Norway abolishes.
- 1937 Joint National Union of Teachers/Association of Education Committees memorandum to Board of Education says: "Corporal punishment is rapidly disappearing from public elementary schools".
- 1938 Ministry of Education asks teacher organizations what they feel about a change in the law - universal response is "no change".
- 1945 Committee Against Corporal Punishment in Schools is formed with 50 MP supporters.
- 1947 Peter Freeman MP raises abolition in Parliament; minister responds that National Foundation for Educational Research is to look into 'effect of rewards and punishments in schools. Birchings as judicial punishment is abolished in UK (remains in Isle of Man). Rumania abolishes.
- 1950s Portugal abolishes.
- 1952 NFER publish report: researchers had found just 13 schools operating without corporal punishment. Survey of teacher opinion showed 89.2 per cent agreeing that corporal punishment should be retained as a last resort. 77.8 per cent "strongly in favour" and just 3.5 per cent proposing it should be made illegal. Minister Florence Horsburgh declines to act.
- 1956 Ministry administrative memorandum insists that state schools must keep a punishment book.
- 1957 Flogging in navy is abolished.
- 1958 Sweden abolishes.
- 1960 Report of Advisory Council on Treatment of Offenders, *Corporal Punishment*, advises strongly against its use in prisons.
- 1963 Newson Report *Half Our Future* states: "We share the disquiet of those heads who feel that corporal punishment is likely to delay rather than to promote the growth of self-discipline and that it is humiliating to staff and pupils".
- 1964 NUT in memorandum to Plowden Council (inquiring into primary education) argues for "the retention of the right of the teacher to decide on the use of corporal punishment".
- 1966 Survey of teacher opinion carried out for Plowden Council shows 88.3 per cent still favouring corporal punishment "as a last resort".
- 1967 Cyprus, Denmark and Spain abolish corporal punishment in prisons and borstals is abolished. Plowden Report *Children and their Primary Schools* recommends banning physical punishment in state and independent schools.



## The beaters beaten

From tomorrow, one of the hardest-won reforms in British education takes effect: the abolition of corporal punishment in all state-supported education in England, Wales, Scotland and Northern Ireland.

Just over a year ago, MPs in the House of Commons voted by a majority of one for abolition - after a three-and-a-half-hour debate and against the advice of education ministers, including the Secretary of State, Mr Kenneth Baker. But parliamentary initiatives to ban school beating have a very long history. In 1669, a petition was presented to Parliament by a "lively boy" on behalf of schoolchildren to protest at "the severities of school discipline of this nation".

Our continuing national enthusiasm for beating schoolchildren over the past three centuries has not been the least embarrassing of our colonial legacies: the United States, Australia, New Zealand and South Africa remain the most prominent world retainers. Poland became the first country on record to abolish corporal punishment in 1783. Eire's decision to ban it in 1922 left the UK alone in Europe.

The campaign to end school beating in this century began to gather momentum with the public launch of the Society of Teachers Opposed to Physical Punishment (STOPP) in 1968. STOPP must take the credit for keeping the issue in the public eye over the past two decades. The society has hounded the inevitable handful of sadists who have found a haven for their perversion in our schools. It has exposed the dishonesty of those who have pretended that corporal punishment was used only as a "last resort", that it was "dying out". Of its own accord, STOPP's analysis of published punishment-book figures revealed an estimated total of a quarter of a million school beatings a year in England alone in the 1960s.

The society gradually embarrassed educational organizations and, eventually, even the teacher unions into adopting an abolitionist stance. (It was undoubtedly the unions' fierce and even passionate defence of the right to beat schoolchildren which prevented previous governments from removing it.) And it was STOPP which led the detailed parliamentary lobbying which culminated in the one-vote Commons victory (Mrs Thatcher's evening out with Nancy Reagan on the night of the vote helped too.)

"We believe that the kind of relationship which ought to exist between teacher and child cannot be built up in an atmosphere in which the infliction of physical pain is regarded as a normal sanction. . . . Revelations of beatings at Court Leys approved school lead to inquiry into a halving of the rate of use of the cane in approved schools. Secretary of State, Patrick Gordon Walker, says corporal punishment should disappear from schools; circular attempting to ban in special schools withdrawn after pressure from teacher unions; Cynffig Education Authority attempted

to ban cane in primary schools for experimental period; opposition from local branches of NUT and National Association of Head Teachers leads to re-introduction within two months. September 19: public launch of the Society of Teachers Opposed to Physical Punishment. Plans to abolish corporal punishment in approved schools dropped. National Union of School Students and other pupil organizations hold protest marches - an end to caning is one of demands. Liberal Party declares support for abolition. Education Commis-

### Corporal punishment is banned in state schools from tomorrow. Peter Newell of STOPP celebrates a hard won victory

There have been other milestones: the Newson and Plowden Reports' opposition to corporal punishment in the Sixties (Lady Plowden later became STOPP's patron); the first local education authority bans in the Seventies (the Inner London Education Authority was the first to abolish in its primary schools in 1973, and Haringey became the first to abolish in all the schools it controlled in 1979).

In 1976 two Scottish mothers, Mrs Grace Campbell and Mrs Jane Cosans, and their sons, started the long process which led to the European Court of Human Rights in Strasbourg insisting that UK parents' objections to school beating must be respected. The judgment was delivered on February 25, 1982. From that date, abolition seemed inevitable, if only to fulfil the UK's international treaty obligations embodied in European human rights machinery.

But the Government adopted a minimalist approach, wasting millions of pounds of public money defending a succession of other cases at Strasbourg, and wasting months of civil servants' and parliamentarians' time on attempts to draft and push through absurd legislation that would satisfy the Human Rights Convention without actually abolishing corporal punishment. The House of Lords, alerted and lobbied by STOPP and the Children's Legal Centre, must take the credit for exposing and rejecting these shabby compromises.

It has been a campaign with many martyrs; heads sacked for banning the cane; teachers sacked for revealing punishment book statistics;

parents pilloried, and even losing their children to local authority care, because they refused to allow them to be beaten in school.

But the real martyrs in their millions are those children and young people who have been forced to endure the sordid reality and the pain, whose educational experience has been scarred by often ritualized institutional violence on a massive scale.

Outside schools, children in the UK still remain the only members of society not equally protected from all forms of physical assault. Parents and those having "lawful control or charge" of children are still allowed to administer "moderate and reasonable" physical punishment with impunity (extreme forms of physical punishment can of course constitute a criminal offence). Four Scandinavian countries - Sweden, Denmark, Finland and, most recently, Norway - have introduced laws which ban parental physical punishment and other humiliating and degrading treatment of children.

In Sweden, where school corporal punishment was abolished in 1958, opinion polls have shown a remarkable change in parental attitudes to child-rearing: between 1965 and 1981, the number of parents who believe that children should be raised without corporal punishment doubled from 35 per cent to 71 per cent; numbers of parents stating that "corporal punishment is sometimes necessary" reduced over the same period from 33 per cent to 20 per cent.

In the UK in 1981, the government-appointed Children's Committee recommended just before it was axed that we "should embark on a progressive programme, governed by a specific timescale, to eliminate the use of corporal punishment on children and young people"; the Committee was referring to all contexts including the home.

Tomorrow marks a giant step towards the fulfilment of that recommendation.

Peter Newell works at the Children's Legal Centre and is Hon Treasurer of the Society of Teachers Opposed to Physical Punishment. STOPP will be actively monitoring the implementation of abolition over the next year. (STOPP, 18 Victoria Park Square, London, E2 9PB, 01 980 8523).

tee of Inner London Teachers' Association passes resolution supporting abolition in primary schools. Inner London Education Authority leader Ashley Bramall announces intention to abolish in primary schools; launches consultation. ILEA announces primary school ban will take effect January 1973.

Second Reading of Baroness Wootton's Protection of Minors Bill, to abolish corporal punishment, defeated in House of Lords by 67 votes to 51. National Children's Bureau's study of all children born in a particular week in

## WHAT THE LAW SAYS...

Sections 47 and 48 of the Education (No 2) Act 1986 come into effect tomorrow. Teachers and others who have control or charge of children and young people in school will now have no defence against a civil action for assault if they use physical punishment (defined as anything which would constitute a battery, and so including smacking, slapping, pulling hair, throwing chalk etc; physical force may be used to avert immediate danger to people or property). The law stops short of making school physical punishment a criminal offence; punishment which is not "moderate and reasonable" already renders teachers and others liable to criminal proceedings.

All pupils in state-supported education are protected by the ban. The only ones unprotected are those at independent schools whose fees are paid fully by their parents.

The Department of Health and Social Security has announced in a series of parliamentary answers that physical punishment is to be banned in all the various categories of residential homes which include children and young people.

1958 shows that 80 per cent of them aged 16 are in schools where corporal punishment is still used. Local authority survey in Edinburgh during two terms in 1973/4 shows over 10,000 instances of use of the "tawse" (leather strap) on only 70,000 pupils.

1976 Dennis Canavan MP introduces abolitionist private member's bill in Commons; defeated by 180 votes to 120. Mrs Grace Campbell and Mrs Jane Cosans apply to European Commission of Human Rights in Strasbourg, alleging that the UK is in breach of European Human Rights Convention because of the use of corporal punishment in schools, and the lack of respect for parents' objections to it.

1977 Department of Education (with Shirley Williams as Secretary of State) issues consultative letter on use of corporal punishment and organizes meetings; teacher unions refuse to attend same meeting as STOPP and National Union of School Students.

1978 Trades Union Congress announces opposition to corporal punishment "in principle". European Court rules that judicial birching on the Isle of Man breaches Article 3 of the European Convention which outlaws "inhuman and degrading treatment or punishment".

1979 STOPP appoints first paid worker - a full-time Education Secretary. Haringey London Borough becomes first L.E.A. to abolish corporal punishment in all schools it controls. Buckinghamshire celebrates International Year of the Child by re-introducing corporal punishment for infants. Sweden bans parental physical punishment and other humiliating treatment of children as part of civil law code.

1980 Liberal Party Council calls for immediate abolition. Labour Party conference votes for abolition.

1981 Labour Party National Executive calls on all Labour-controlled L.E.A.s to abolish; STOPP appoints Research Co-ordinator to join Education Secretary. Children's Committee publishes report recommending to the government: "The UK should embark on a progressive programme, governed by a specific timescale, to eliminate the use of corporal punishment on children and young people". STOPP publishes *A Quarter of a Million Beatings* - an estimate of the annual total of recorded beatings in England alone, based on analysis of punishment books collected by 10 L.E.A.s.

1982 February 25: European Court finds UK guilty of breaching European Convention by not respecting parental objections to corporal punishment, in case brought by Grace Campbell and Jane Cosans in 1976. In another case declared admissible by European Commission, *Mrs X v UK*, Department of Education agrees as part of "friendly settlement" to advise all L.E.A.s that "the

use of corporal punishment may in certain circumstances amount to treatment contrary to Article 3". NUT conference overwhelmingly passes resolution declaring opposition to corporal punishment in schools. George Younger, Secretary of State for Scotland, calls on Scottish L.E.A.s to set themselves realistic target dates - perhaps by end of 1983/84 session at latest - for completing abolition. Circular from Church of England General Synod Board of Education calls on all Anglican schools to "phase out and ultimately abolish the practice". Eire abolishes, leaving UK as only European country to retain school beating.

1983 European Commission declares another case concerning school beating admissible. National Association of Head Teachers, Secondary Heads Association, Ulster Teachers' Union and National Association of Welsh Teachers all adopt abolitionist policies. Catholic Education Council calls on schools to phase out corporal punishment. SDP's policy-making body votes for corporal punishment to be phased out over five years. DES issues consultative paper *Corporal Punishment in Schools* on how to implement the European Court judgment; proposes parental "opt-out" scheme. STOPP publishes *Once Every Nineteen Seconds* - the society's "conservative estimate" of the frequency of school beatings in England and Wales - based on punishment book statistics from 27 L.E.A.s. Finland passes Child Custody and Rights of Access Act, making parental corporal punishment illegal.

1984 STOPP survey of school prospectuses in 60 "beating" L.E.A.s reveals 94 per cent of boys' secondary schools retain corporal punishment - 81 per cent of all secondary schools. Steven and Christopher Jarman, aged 15 and 14, are taken into care following prosecution of their mother for school non-attendance; they had been suspended from a Mid-Glamorgan school because, following a caning given to Christopher, their

mother refused to withdraw a written statement declaring her opposition to corporal punishment.

1985 January: Education (Corporal Punishment) Bill is presented to Commons - to give parents a right to opt their children out of school beating. Ridiculed by education organizations, teacher unions and others as "unworkable", "unjust", "a dotty bill" etc.

July 4: House of Lords votes by 108 votes to 104 to turn Education (Corporal Punishment) Bill into an abolitionist measure. Government withdraws Bill.

1986 Government presents 'major' new Education Bill to House of Lords - no mention of corporal punishment.

April 17: Amendment to abolish corporal punishment moved with all-party support in Lords, succeeds by majority of two-94 votes to 92.

June 10: At Second Reading of the Bill in the Commons, Secretary of State Kenneth Baker says that the Government will allow a free vote on the school beating issue - he himself will be voting for retention. Total of L.E.A.s who have abolished is 34 out of total of 116 in England, Wales and Scotland; further seven have set date for abolition.

July 22: MPs vote for abolition by 231 votes to 230. 37 Tory MPs including eight ministers join Labour and Alliance members in supporting abolition.

August 15: Abolition takes effect.

1987

Everywhere one goes there are posters advertising adult literacy and remedial reading courses in very 'aggressive' terms, the type of advertising which is reserved here for the Keep-Rabies-Out

campaign.

A lot of spadework is going on behind the scenes, but one thing which "shows" is the Young Reader Medal Awards, now six years old. The committee here is made up largely of school librarians and administrators. It works this way: teachers "in the field" recommend a list of books which have "worked" in classrooms to the committee, who then select a shortlist in four age categories. This list is circulated among participating schools, the number of which has grown, until last year 400,000 Californian children were involved. Every child in these schools is invited to enrol, which involves reading (or having read to them - classroom reading aloud is much favoured) every book on the list for his age-group, and then voting for his favourite book.

Thus the winning books, unlike certain other literary awards, are chosen by the readers themselves; and so prestigious has the award become that these authors are "star names" for schools up and down the state if they visit and great trouble is taken to make the day of the visit special for the children. But then, this is done for all visiting authors.

Every child who is to come to the author's "presentation" (that is, talk) has read one or more of his books. Competitions - quizzes or crosswords - are often arranged in advance to heighten interest and encourage more careful perusal of the stories. Advance notice is circulated to parents, inviting them to order the authors' books, which are heaped up (literally) for "personalized" signature (that is, inscription to the individual child). Questions to ask after the talk are discussed and sometimes "junior journalists" and photographers prepare for a "press conference" with the author.

In the case of primary schools, the public parts of the school - halls, corridors and the venue of the "presentation" - usually the auditorium or the library - are decorated with computer-printed welcome signs, pictures, pieces of writing or craftwork connected with the books. Sometimes children, or even the staff, dress up as characters.

The author is often greeted by a specially prepared "performance" in his honour. Apart from making the visitor feel good, the point of all this is to make books and their creators seem special to the children, to encourage them to enjoy reading and to see such a visit as a festive occasion in which they all participate.

I began by saying that money plays a large part in these pro-reading campaigns. But by American standards many of the schools I went to are hard up and facing stringent cuts under the Reagan anti-public-spending regimen. In all West Coast states, especially California, the absorption of newcomers is a huge problem, costing a large proportion of the individual school's budget.

Nevertheless, there appear to be few parents on the West Coast - even those who are illiterate themselves - who don't want their children to attain a high standard of education and culture. The message is getting across to parents: books are an investment in the child's future.

In the schools I visit here, I often get the feeling that the motive force - the only ones really keen - are the individual teachers. The school as a body seldom seems to be pulling for the visit. Of course fees are always a problem, but here, it is one which takes months to resolve. It's hard to imagine a whole school getting geared up to receive an author at 24-hours' notice, with teachers willingly giving up their classes in the belief that to meet an author will be really beneficial. The children may or may not have been introduced to the relevant books but there is seldom any feeling of "occasion", and the kind of preparations which would excite and involve the children are rare.

Relations with local book suppliers - where any exist - are usually poor and tinged with exasperation because of the inexplicable hiccups in the lines of distribution. Very few books are ever sold in connection with these visits - two dozen paperback books is a lot. And nothing has been done about this in advance. The children are expected to bring their money on the day, which they frequently forget to do.

Of course I know that many teachers here appreciate the value of reading, but in this us in so many aspects of their professional lives they seem to be demoralized and somewhat hopeless. Possibly this is part of the current malaise and low morale of the profession. But there just is not the same feeling in British schools that books are something marvellous, and that to get them into children's hands, to open children's eyes to the delights of reading, is of fundamental importance to their inner lives, especially in a world which offers many of them so little hope for a satisfying life outside themselves.

## Lesson from America

Lynne Reid Banks on authors' visits

I recently spent five weeks touring the West Coast of the United States, visiting some 30 (mainly primary) schools to talk about two of my children's novels, *The Indian in the Cupboard* and *Return of the Indian*.

The basic difference between authors' visits in the United States and here is probably money. But the next-most basic is that in the States, it is now recognized that children's reading is "a threatened species" and that this is bad for the nation's future. The powers-that-be - at least in California - have decided that something radical must be done about this. And authors' visits to schools are just one prong of the attack.

The state educational authorities in Sacramento have set up a special department to encourage reading, by promoting certain books and pro-reading campaigns, and backing these activities with funds.

Reading committees, both official and *ad hoc*, are operating in many areas. They organize conferences and symposia, sometimes on a large scale: I attended a three-day residential one with more than 1,000 delegates, mainly teachers and school librarians, but also bookshop owners, authors and parents. Papers were read, workshops given, ideas avidly exchanged on the encouragement of reading and the weaning of children away from television.

Bookshops, particularly specialist children's, are, as here, struggling for their viability against the big "chain" bookstores ("If you paid list price for that children's book you didn't buy it from us!") But those who run them are really *running*, in more senses than one. They work closely with local teachers and librarians, organize book fairs in schools, "supply" authors and illustrators, and drive their mini-vans many miles to symposia and conferences where they erect bookstalls, read papers and give workshops. In addition, they make their shops - often very small and operating on a tight budget - as attractive as possible to their child customers, with curl-up reading corners, knowledgeable and user-friendly sales staff and displays of artefacts to draw the children in.

"Charlotte's web" usually hangs in one corner; the "wild things" loom overhead in soft-toy form and so on.

Some of these shops are currently offering showings of a video aimed at adults which starts with a no-punches-pulled description of the dire situation of reading in America (hours spent before the "box", high illiteracy and poor reading ability even at university level, 80 per cent of all books published make virtually no money, and 70 per cent of all books bought by women are romances) and then proceeds to enlighten parents and teachers about what can be done in home and school to stop the rot by making books seem more attractive than the stuffily passive pleasures of television.

But the children's bookshops' lifeline is their co-operation with schools. When such bookshops have "signing sessions" the author or illustrator can be sure of a good turn-out because the store has sent out the word to their contacts in local schools, who do their publicity for them by alerting parents and sometimes bringing whole classes down to buy books they have been specially reading. If an author is unexpectedly available for a school visit, the bookseller will phone the school, which in many cases can organize the logistics and payment for a visit at extremely short notice.

Payment to authors is by means of a thing called a "Parents' Fund". Since schools funding for "extras" is largely up to the individual school, it matters whether the school is in a high or low "socio-economic area". But every school raises money through parents, and there are many excellent fund-raising ideas such as silent auctions at which such items as weekends in holiday homes, a month's free baby-sitting or even free operations offered by doctor-parents are "sold".

The bureaucracy about paying out from these funds is minimal - if an opportunity for "educational enrichment" presents itself, money can usually be disbursed at 24 hours' notice.

California has one of the highest immigration figures in the United States and much is being done to help the newcomers learn English. One of the busiest children's bookshop owners I met supplements her income by giving a three-hour EFL lesson to a huge adult class, with over a dozen languages between them, several times a week. These are often the "new Americans" whose children are now in schools, and emphasis is put on reading as the best way to acculturate them.

Everywhere one goes there are posters advertising adult literacy and remedial reading courses in very "aggressive" terms, the type of advertising which is reserved here for the Keep-Rabies-Out

campaign.

A lot of spadework is going on behind the scenes, but one thing which "shows" is the Young Reader Medal Awards, now six years old. The committee here is made up largely of school librarians and administrators. It works this way: teachers "in the field" recommend a list of books which have "worked" in classrooms to the committee, who then select a shortlist in four age categories. This list is circulated among participating schools, the number of which has grown, until last year 400,000 Californian children were involved. Every child in these schools is invited to enrol, which involves reading (or having read to them - classroom reading aloud is much favoured) every book on the list for his age-group, and then voting for his favourite book.

Thus the winning books, unlike certain other literary awards, are chosen by the readers themselves; and so prestigious has the award become that these authors are "star names" for schools up and down the state if they visit and great trouble is taken to make the day of the visit special for the children. But then, this is done for all visiting authors.

Every child who is to come to the author's "presentation" (that is, talk) has read one or more of his books. Competitions - quizzes or crosswords - are often arranged in advance to heighten interest and encourage more careful perusal of the stories. Advance notice is circulated to parents, inviting them to order the authors' books, which are heaped up (literally) for "personalized" signature (that is, inscription to the individual child). Questions to ask after the talk are discussed and sometimes "junior journalists" and photographers prepare for a "press conference" with the author.

In the case of primary schools, the public parts of the school - halls, corridors and the venue of the "presentation" - usually the auditorium or the library - are decorated with computer-printed welcome signs, pictures, pieces of writing or craftwork connected with the books. Sometimes children, or even the staff, dress up as characters.

The author is often greeted by a specially prepared "performance" in his honour. Apart from making the visitor feel good, the point of all this is to make books and their creators seem special to the children, to encourage them to enjoy reading and to see such a visit as a festive occasion in which they all participate.

I began by saying that money plays a large part in these pro-reading campaigns. But by American standards many of the schools I went to are hard up and facing stringent cuts under the Reagan anti-public-spending regimen. In all West Coast states, especially California, the absorption of newcomers is a huge problem, costing a large proportion of the individual school's budget.

Nevertheless, there appear to be few parents on the West Coast - even those who are illiterate themselves - who don't want their children to attain a high standard of education and culture. The message is getting across to parents: books are an investment in the child's future.

In the schools I visit here, I often get the feeling that the motive force - the only ones really keen - are the individual teachers. The school as a body seldom seems to be pulling for the visit. Of course fees are always a problem, but here, it is one which takes months to resolve. It's hard to imagine a whole school getting geared up to receive an author at 24-hours' notice, with teachers willingly giving up their classes in the belief that to meet an author will be really beneficial. The children may or may not have been introduced to the relevant books but there is seldom any feeling of "occasion", and the kind of preparations which would excite and involve the children are rare.

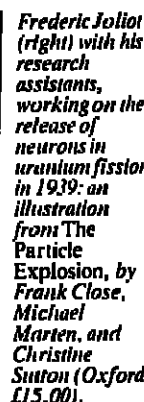
Relations with local book suppliers - where any exist - are usually poor and tinged with exasperation because of the inexplicable hiccups in the lines of distribution. Very few books are ever sold in connection with these visits - two dozen paperback books is a lot. And nothing has been done about this in advance. The children are expected to bring their money on the day, which they frequently forget to do.

Of course I know that many teachers here appreciate the value of reading, but in this us in so many aspects of their professional lives they seem to be demoralized and somewhat hopeless. Possibly this is part of the current malaise and low morale of the profession. But there just is not the same feeling in British schools that books are something marvellous, and that to get them into children's hands, to open children's eyes to the delights of reading, is of fundamental importance to their inner lives, especially in a world which offers many of them so little hope for a satisfying life outside themselves.



**Andrew Telford**





**The Newton Handbook.** By Derek Gjertsen  
Routledge & Kegan Paul £25.00. 0  
7102 0279 2

Such a compilation has long been wanting, especially so far as concerns laymen. Newton is a name as familiar to educated people everywhere as is the knowledge that he first put forward the idea of the law of gravity. Most people also will have heard of the falling apple that supposedly did for Newton what, according to Pope, Newton did for Nature and Nature's laws. But that is virtually all. Some few may have heard of Newton's *Principia* but of these even fewer can have the remotest notion of what this is. Nearly 50 pages are devoted to the *Principia*

Another is the quantity of Newton's writings and the diversity of the topics he dealt with. Perhaps most interesting from the point of view of the history of science and development of his ideas is the fact that he seems not to have been able to think without pen and paper. A number of works appear in successive drafts, sometimes as many as a dozen, from which one can mark the progress and gradual change of an idea from its inception to its final form (or at least a form as final as Newton left it, when, as often, seduced from pursuing a topic by coming across something that he seized and deflected his attention).

**Pierre Watter**

**The Poker-faced Princess.** By Gwyneth Vacher.  
Hodder & Stoughton £5.95. 0 34 40297 0

**King Dicky Bird and the Bossy Princess.** By Dorothy Edwards.  
Methuen £5.95. 0 416 96100 2.

At first sight this may seem another outbreak of the rash of powerful princess stories dominating the market. Last year we had the tough one, the wrestling one, the Karate one and the, one called, Smartypants -- a worthy descendant of Jay Williams' Practical one, who started the whole trend. So many in fact that Nancy Chambers, in *The "Signal" Selection Children's Books 1986*, suggests it time for a close season on role-reversing royals.

But you won't find any here. Gwyneth Vacher's story is a traditional one—that of the princess who cannot smile. The theme is so common that it must have a motif-number in the *Arne-Thompson* folktale index. But the conventional resolution sees the princess laugh at some absurd situation in which a naïve and penniless lad has inadvertently got himself into Gwyneth Vacher adds another motif.

So of course is anything by the late Dorothy Edwards. But I suspect that this manuscript was found in the bottom drawer of that much-loved lady and thought to be suitable for the current trend. It isn't really anything to do with it. The bossy princess says she wants a career but is quite happy in the end just to be married. The plot owes a lot to *The Taming of the Shrew*. The princess is made to rough it on survival, course in humiliation by her beggar husband, who is of course handsome king in disguise.

There must be a lot of girls waiting for obnoxious husbands to cast off the disguises so that they can Live Happily Ever After. That's one of the reasons so many writers did decide at the same time that princesses needed a rap course of consciousness-raising.

**Mary Hoffman**

---

*Mary Hoffman is the author of Bareware, Princess! Heinemann's Emerald series.*

**The Cult of Information.** By Theodore Roszak.  
Lutterworth Press £12.95. 0 7188 2674 4.

"Information", Theodore Roszak tells us, is "whatever may be coded for transmission through a channel that connects a source with a receiver regardless of semantic content." The term's generality has its price: the meaning of things communicated comes to be levelled, and so too the value.<sup>1</sup> Roszak argues persuasively that the so-called Information Age "has entered the educational curriculum in an aggressive and particularly insidious way which could distort the meaning of thought itself".

Ross<sup>22</sup> compares the step-by-step procedural manner of "thinking" objectified in a computer program, and the rapid, intuitive, flash of insight characteristic of the human mind, discounting the idea that the computer's ability to retain virtually limitless amounts of data makes it somehow superior. Procedural tasks, e.g. baking a cake, may be programmed, but this is not the way people in the world operate. Even mathematics at its highest levels has more to do with intuition and creativity than procedure.

In all of these the computer model of thought distorts their fundamental nature as creative, intuitive processes. "Computers 'think' procedurally because it is the best they can do," says the mind, and the other mind, thinks. "Such as the mind, and the other mind, are created equal" are based on no information whatever. In recalling Fritz Machlup's distinction between information and knowledge ("Information is acquired by being told; whereas knowledge can be acquired by thinking") Roszak makes the point that new knowledge can be acquired only by the mind being received. Ideas create information, not the other way around.

Nevertheless, school systems the world over have swallowed the "computer mind" analogy unthinkingly. "Procedural thinking arrives on board an expensive piece of equipment that has been aggressively merchandized to the schools as a panacea. The teachers who offer computer instruction have similarly been expensively trained. The financial investment alone

guarantees computer literacy will be given plenty of emphasis over as much educational ground as possible. In addition, there is an air of urgency surrounding the machine; the public believes the computer is associated with a skill the children must be taught for their employability. . . . The fact is, careers in computer technology will be for the high achieving few. For the many, the five most available jobs in the information economy will be employment as janitors, nurse's aides, sales clerks, cashiers, and waiters."

The computer industry's generosity in providing schools and universities with its products at reduced prices or even free of charge, in order that we may learn "computer literacy," is well advertised. But, in fact, "each new generation of computers requires... less 'literacy' of users, in the same way that advances in automotive engineering have made driving a car easier." Furthermore, educationists disagree on whether the schools are to teach *about* computers, or *through* computers, or *by way of* computers. The situation recalls Joseph Weizenbaum's description of the computer as "a solution in search of problems". Further, only about 2 per cent of educational software currently available is of any value.

In one of the book's most persuasive sections Roszak points out that libraries are potentially the best place for information dissemination, including that offered by computer data bases. But free public access to data bases is counter to the mass marketing of microcomputers. "In its democratic outreach, the library contacts a clientele that may even include the genuinely poor, whom the data merchants do not regard as any sort of market at all. Significantly, the computer industry has given its product away as free samples in the schools in order to seed its market, but never to the libraries."

For students, the only truly useful computer study, learning how to retrieve facts from these data bases, is premature (and highly expensive) before college. Meanwhile, in its use as an aid to teaching the standard curriculum, the machine has less information to offer than a textbook or workbook. The data merchants argue that the computer frees teachers from repetitive rote teaching, but, the author notes, what computers may be freeing

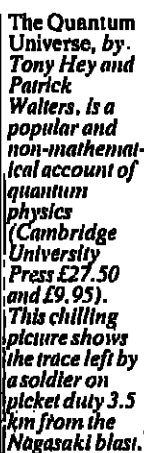
most teachers for is joblessness. "Whenever the little stick froggy does its dance, there is a would-be teacher somewhere who does without a paycheck."

Rozsak also treats such matters as the dangerous dependency of industry and commerce on computers, the malaise of "data glut," and the superpowers' use of computer simulations in "war games" to justify the present nuclear build-up. Today, throughout the world, computers are consistently used to subvert democratic values through citizen surveillance, the continual monitoring of polls to sway political decisions (to the point where the polls are more what everyone is responding to than polling itself). The polls are measuring the polls, and war-mongering, where the probability of computers launching nuclear annihilation without any human intervention becomes stronger every day.

For educationists the computer may be "a powerful teaching tool, a smart machine that brings with it certain deep assumptions about the nature of mentality. Embodied in the machine there is an idea of what the mind is and how it works. The idea is there because how it works the purpose to understand cognition and intelligence have put there. No other teaching tool has ever brought intellectual luggage of so considerable a kind with it. A conception of mind – even if it is no better than caricature – really carries over into the prescription for how to teach. When we grant anyone the power to teach us *how* to think, we may also be granting them the chance to teach *what* to think. . . Computers . . . will provide no cure for ills that are social and political in nature."

What the young need most, Rozelle concludes, is "an education which will equip them to ask hard, clinical questions: Why is the world like that? What made it that way? How might it be?" These are subjects that, properly taught, help people answer their questions. They are called social sciences in history, philosophy. All are grounded in the sort of plain, old-fashioned literacy that gives inquiring minds access to books, to ideas, to ethical insights and social vision. The fact that these ideas and insights are contained in this book can be ignored only at our peril.

**Philip Davies Robert**



**Teachers and Texts: A Political Economy of Class and Gender Relations in Education.** By Michael W Apple. Routledge and Kegan Paul £12.95. 7102-0774 3.

**The Learning Society Revisited.** By Torsten Husén. Pergamon Press £10.95. 0 08 034037 7.

Those who anticipate with dread the long-term effects of this Government's education policies will find their worst fear confirmed by Michael Apple, a prominent dissident in the American educational system.

Many of Apple's sentiments are echoed by Torsten Husen who, in this collection of articles, scholarly papers and lectures from 1962-83, shows an impressive grasp of educational affairs combined with an enviable clarity of thought. For an elegant, integral account of the changing educational scene in Europe, of America in the middle decades of this century, and of the country's educational problems and solutions, this book would

Marvellous sequential memoir was more packed into 214 pages than any other novels manage, Norman Panama's *Jackdaw Cake* (Penguin £2.95) still tells less about himself than he seemed to, his classic *Naples '44* and his war recollections of others and his war adventures around the world make for such omission. Jackdaw cake? cake baked for jackdaws. Emotional convalescence in a Westphalian cottage enables Alice Thomas Ellis' protagonist in *Unexplained Language* (Penguin £2.95) to parade the least bitter-sweet wit and impeccable control of language to an effect that should have been (in 1985) have taken every literary prize going.

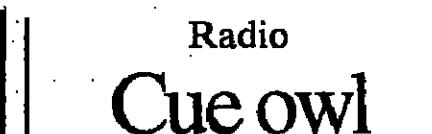
Less poetic and more a guide to the world of the novel, Colin Thelwell's

Durrell's *Sinner Lane*, Cyprus (Penguin \$3.95) still bears comparison with his earlier beautiful non-fiction, *The Windy Side of the Mountain*. He published two novels earlier than this brilliant one. *Among the Russians* (1985) is full of splendid consistency and memorability. It brings to life the Cypriot people before their island was torn in two. Not to travel, but living here is no hardship. Oddball sociology set in north London and strongly seeded metropolis Hamilton's novel *Intended* (Jumpy \$3.95). Cracks (*Virago* \$3.95) promises to end with a commercial bow but more for Petticoat Lane than Bond Street or the Hackney Gate. However, no picture of dissent in the 20th-century London in all its top middle-class splendour would be complete without this tale of generis bliss and heartfelt anger.

Barry C.

## John James on the end of term shows

rapher Raymond Stevenson, was brilliant choice for young dancers showing (like *Free At Last*) how w dance can express social concerns. picture of young drug-addicts, us exciting and unusual lifts, combinations of leaps and turps in a dazzling *maître puis de six*, clearly demonstrated the company's strength in partnership and controlled landing. Christopher Bruce's *Dancing Day* was danced with charm and assurance, wonderful plasticity and light jumps. Richard Whilock's *Sax Dance*, while over-brought provided inventive fun for six young dancers who danced brilliantly in soli.



Just occasionally there escapes onto the airwaves a genuinely audacious programme. One such was last Tuesday's documentary *Ruthless Adventure* – the Lives of L. Ron Hubbard (Radio 4). Lives rather than life because this best-selling science fiction writer, self-publicist and inventor of scientology claimed to have died a couple of times (apart from his apparently final departure in 1985). During one of his deaths he had a revelation of (according to his literary

Hubbard and Scientology have had some fairly hostile attacks in their time. This programme set out to question whether he was not so much a manipulative charlatan but more a misunderstood and brilliant innovator. In his defence we heard how he had both worked for and been investigated by the FBI, how he considered himself a satanist, Alastair Crowley's "magnificent son" (cue owl in the background) and heard someone who seemed to have known him well describe him as "a petulant asshole".

With a narrative sprinkled with such phrases as "My every instinct as a journalist," "(this) could mean only one thing" (when many possibilities sprang to mind) and "Sometimes . . . it's necessary to suspend our disbelief," one kept on wondering if this was a brilliantly executed leg-pull by School Radio's executive producer, Graham Teyer. The conclusion gave nothing away except a debating point: "He (Hubbard) was a man who, was amoral . . . but aren't all senuses?"

### 'David' Self



## Robin Buss reports from the Eisteddfod

second homes. I stayed in a bed-and-breakfast run by a couple who retired here 14 months ago from Chestnut for the sake of the scenery and the sailing. They have no problem with the English and don't speak Welsh, but everybody is very friendly and when they join a conversation, it switches to English. Perhaps in the winter, they may have a go at "the Welsh," but it is clearly not a priority. There is little work or a greened and plenty of houses ARE WORTH FOR SALE; the notices carry a bilingual message; the buyers don't speak mainly English. No wonder the Language Society is campaigning hard on this issue.

For now, the Bristediff reconciles

generations and factions, from the young militants to the retired secondary-school teachers and the Welsh women who told me that she comes every year, with her week's licket, to listen to the choirs and to meet friends. "they say it's easier to bring two people together than two mountains." Walking around the field, on the duckboards which (unlike last year) do keep your feet out of the mud, you are constantly avoiding those who have suddenly stopped to greet old acquaintances: "*Hyol Shwae?*" At the centre of it are the pavilions: the main pavilion, where the music competitions and ceremonies like the Crownin and the Chalfin take place, the

literary pavilion, the art and craft pavilion, the technology exhibition, the celebration of Gwynedd and Shetland Port, for pop music. In addition, there are a number of stands, representing Welsh life from the TV companies to the churches, trade unions, newspapers, publishers, young farmers, campaigners, craftspeople and a Wales Leosath link where an African visitor is picking up some words of their language. The CEOB sits down with Welsh CND and Cynghair Gwrthwedd Cymru. There is a tent where learners can have a cup of tea, chat and watch a video which keeps breaking down.

Especially for the young, it is about



## ARTS

## Face the music

Philippa Davidson on the work of the National Centre for Orchestral Studies

chairman of the Philharmonia Orchestra. "The problem for a youngster with ambition is that the music profession offers no career structure. . . . The academically gifted may find the narrow world of the orchestra unacceptable. (Students with university degrees are accepted on the course, but are, he says, sometimes insufficiently proficient on their instruments.) "Those at music colleges may have already started earning and don't want to give up the contacts. . . . Quite simply, we have got to start attracting the best players into our orchestras. Anyone who sees a year at NCOS as a way of "getting out of the rain" is discouraged. Young people, says Tschakow, are not prepared for the discipline of an orchestra. . . . for the "tyranny" of the conductor. "We teach them to take responsibility for the audience, play music they don't want to play and sit next to people they don't

like. . . and, of course, to play jazz and light music as well as classical, because that's what being an orchestral musician means these days."

Once students have started the course they are not allowed to be absent without a good reason. What would Simon Rattle (for any of the other eminent conductors or coaches engaged to work with the orchestra) say if he turned up to a rehearsal and half the wind section missing?

Seventy-five places are available each year. An average violinist, for example, may well stand a better chance of acceptance than a more competent player on a more popular instrument. Basil Tschakow is impatient with the "pursuit of excellence" debate going on in the colleges at the moment. "Out of the 50 or so violinists who apply for 30 places here you would be lucky to find more than one or two who were really excellent." The Centre takes only what it needs and will re-advertise if it doesn't get players of the required standard.

Is this a snipe at the conservatoires? Tschakow says there is no conflict on educational grounds. "Technical standards are higher than ever, but inexperienced performers do tend to play their instruments rather than to play music. . . . Half the people at music colleges should be there, but the colleges have to keep up their numbers. That's what all this fuss at the Academy is about. Numbers are determined by economic pressures rather than by musical ones."

For further details write to the National Centre for Orchestral Studies, 21 St James, New Cross, London SE 14.

## Passions

Blood Wedding. By Federico Garcia Lorca. Salford College of Technology. The Rebels of Gas Street. By Jan Needle. Peel Moat Comprehensive School, Stockport. The Wizard of Oz. Moss Park Junior School, Stretford, Manchester.

A chance to perform with the rhythms of Lorca's poetic-political plays, even in translation, at the age of 17, is one of the privileges offered by the advanced study of drama. Students at Salford College of Technology had studied the text of *Blood Wedding* for some time before speedily preparing a production under the direction of lecturer Roland Metcalf. Performances captured the dry heat of Spain and the tedium of daily labour. Justine Smith was excellent as the serving woman and Tim Joyce's white-faced Moon was an outstanding conception.

The actors who dealt with the heart of the play, the passion and the family politics, were dealing with a weight of emotion which is so alien from our present patterns of life in the North of England, that it was almost impossible for them to convey it. The expressed purpose of the production had less to do with polished performance than with exposure for apprentice theatre practitioners. From that point of view, at least, it was a notable end of term treat.

When Viv Gardner, lecturer in

drama at Manchester University, was teacher she persuaded the children's writer Jan Needle to write a play for her CSE class. *The Rebels of Gas Street* is now published by Collins and provides a script for younger secondary children. It was the subject of the last performance at Peel Moat School before the premises are transformed into a sixth form college.

The school strikes of 1911 are the setting for a picture of contrasts between working-class and middle-class families. Thelma Walker's lively production did not dwell on the simple political arguments in the play, but concentrated on celebration and co-operation. The young people were able to use or exaggerate their natural dialect in a dialogue that makes both sides of the rhythms of ordinary conversation.

The headmaster at Moss Park Junior School, Robert Green, guided the skills of all his staff, including the caretaker, for a version of *The Wizard of Oz* performed by fourth-year pupils. A traditional rectangular school hall was magnificently transformed into a theatrical space reminiscent of ancient times, in the round, but with a raised and decorated stage on one side and a smaller platform on the other, from which, with clever lighting, the wicked witch could fade and vanish again. The script was disappointing, however. When the play sparked, it was in moments which had been devised in rehearsal and rarely had any connection with the story. I wondered why they bothered with the Oz connection and why, in such a committed environment, there isn't a queue of writers at Mr Green's door.

Judy Meeween

## Mysteries

Coventry Mystery Plays. Belgrade Theatre Company, Coventry. The White Devil. ETP Theatre Company, Coventry.

Red sandstone walls and arches, the remains of Coventry's bombed, medieval cathedral enclose a space which is both playing area and auditorium for Rob Bettinson's open-air production of the *Mystery Plays*. In composite script by Keith Miles which includes original Coventry texts. The action moves swiftly between four steeply-raked stages and one small, central platform, with dialogue often tossed across the intervening space creating a sense of distance - between the Angel Gabriel and the shepherds, for instance, or the people shouting to Pilate for Jesus' death. The audience forms a natural press of people, moving aside to allow journeys and processions from one location to another or gathering shoulder to shoulder, faces upturned, to witness events.

Excitement, and a sense of violence beneath the surface of a polyglot, middle-eastern society are generated by the production, with casting and costumes emphasizing the many races, colours and beliefs thrown together in the process of kingdoms and empires being forged. Into this mix comes a man of extraordinary powers and beliefs.

The visual austerity of the production - a bare, brightly-lit, stage framed by the walls and vaulted roof beams of the 14th-century, Whitefriars' building - sets off the embroidered quality of the language and the emotional intensity of this drama of betrayal and revenge.

The delineation of the main characters is sharp and clear with a smoothly manipulative Cardinal from Jason Vaughan and a Medici Duke (Anthony Bunsee) of confident arrogance. The strong physicality of the attraction needs to be developed but the use of physical mimicry in Keith Woodson's portrayal of Flamino adds to the character's repulsive attraction.

Director Dave Bond has threaded a clear path through the complexities of Webster's plot using music, lighting and simple effects to turn the show scenes into dream-like encounters in which pent-up emotions find their full expression.

Ann Fitzgerald

## Stage craft

Great Eastern Stage Summer School. Trinity Arts Centre, Gainsborough.

For the past four weeks 60 young people have spent nearly every waking hour inside Trinity Arts Centre, Gainsborough, taking part in the third Great Eastern Stage summer school. Aspects of their work resulted in a production of *Gormenghast* at the Theatre Royal, Lincoln. Director Ian McKean wanted to provide a broad drama training, so classes were not focused towards the production, but aimed at extending the students' range. The timetable was demanding: a one-hour movement session followed by two one and a half hour periods run by members of the company of visiting tutors. Then from 2.30 until 5.00 they worked on the production. The students, who had been released from their Lincolnshire schools for the final two weeks of term, didn't find the workload too heavy.

The company are now preparing a community play for performance in August 1988. Adults and young people are wanted for all branches of stagecraft and performance. The theme will be survival in the forest past and present. For more information, contact (by end of September) Amanda Hibbert at Forest Forge, Ringwood Comprehensive School, Manor Road, Ringwood, Hampshire, Tel: Ringwood 470188.

Timothy Ramsden

they'd have stayed all night if it were possible.

On the stage the students at a dance class in the first week walked round holding and releasing the tension through their spines. Like dolls on strings they'd collapse, fold and stretch. The quality of the production's strength is to be one of the most of them. But the not yet there is. Upstairs the obese concentration is a different kind of concentration, as they explore and improvise, the emphasis is on the mental script, what is going on behind the work.

About one in ten opted to work on the technical side. Every aspect of *Gormenghast*, from the publicity to the lighting was the students' responsibility.

The play is an adaptation of the first two novels of *Peake's* trilogy - and much to be compressed into a series of short scenes. Imaginative staging and the enthusiasm of the cast made it an entertaining show, but it was the way done away from the stage that we have the lasting effect.

Nick Wool

## RESOURCES

## Networking

In the post-A level scramble, computer databases bring information to prospective students. Jean Sargeant reports

holding a confirmed offer of a place at a polytechnic or university to be considered for any remaining vacancies. Naturally these vacancies arise in late August and September, largely because some applicants holding offers conditional on exam results fail to meet the conditions when the results are published in the summer. A scramble ensues.

This year TTNS introduces its new UCCA (Universities Central Council on Admissions) database which can be found in the higher education section of the TTNS national database and on ECCTIS (Educational Counselling and Credit Transfer Information Service) through the TTNS gateway. It contains a full and immediate listing of all the courses for which applications will be considered or may be considered by the universities. Like the PCAS (Polytechnics Central Admissions System) TTNS database, which was introduced last year to cater for those applicants not holding a confirmed offer of a place at a polytechnic (a service which will be extended in 1988 to include applications for degree

and Dip HE courses at eight colleges of higher education), it is searchable both by subject and by institution. Moreover, as the information is updated overnight, would-be university or polytechnic students are spared the experience of a wild goose chase for a place that no longer exists. Applicants still have to follow up on the phone, fill in their UCCA card or whatever in the usual way, but at least some of the sweat has gone out of it. Prestel Education is also launching an UCCA database this summer.

From the point of view of UCCA and PCAS, the annual problem is how to get information to those who need it. Electronic means go a long way towards a solution. Schools geared up with TTNS, and offering its clearing service to their pupils, have no problem; and this number is considerable thanks to a Department of Trade and Industry equipment grant.

Individuals, though, whether pupils or parents, are unlikely to have access to the general office (or wherever) that houses the system on the appointed and feared A level results day. The

problems for mature students, who are even less likely to have access to the electronic media, are even greater. UCCA and PCAS fully recognize that not everyone has access to new technology. Both have telephone services to deal with enquiries.

ECCTIS is offering increasingly comprehensive course vacancy information across the spectrum of further and higher education. It includes UCCA, PCAS, the Graduate Teacher Training Registry (GTRR) and the Advanced Further Education Information Service (AFEIS) which covers a range of other courses at polytechnics and colleges. This service can be accessed via TTNS or Prestel Education (as can Polytel, run by Middlesex Poly on behalf of the Committee of Directors of Polytechnics). A subscription is, of course, needed.

This is all jolly confusing. Indeed, it is symptomatic of the way information technology has developed that there are so many different databases and so many different ways of accessing them. Basically, the clearing information is

the same, but as the databases have developed independently there are some differences; some are more comprehensive or easier to access than others. Polytel, for example, as a viewdata service is not easily accessible.

Of course, systems like ECCTIS and TTNS are in the main offering different, and in many respects, complementary services. The relevant TTNS database is a relatively small part of the whole system, and ECCTIS offers many services in addition to vacancy information. Even so, it would be foolish to deny that there is an element of overlap. Indeed, it is interesting to speculate where, and how exclusively, electronic clearing might have developed had the funding of ECCTIS (which has now moved from being a DES development project to becoming a fully operational national service) been more secure.

For many of us, who think back to transistors, and even valves, the potential of information technology is not only hard to grasp, it requires coming to terms with new skills. It is unlikely that someone would acquire TTNS for its help with A level student clearing arrangements alone. And yet, clearing in this way illustrates how, gradually, we are taking advantage today of what tomorrow offers. At the moment access is limited - and we can muddle along without it. With it, candidates will still have some work to do, but at least it removes much of the initial hassle. TTNS has the advantage of having proved its worth. . . . just like my dishwasher.

## You are what you eat

Barbara Sargeant looks at food and nutrition teaching aids

Exotic Fruit. Basic Microwave Cooking - Part 1. Basic Microwave Cooking - Part 2. Slide-tape programmes with teaching slides. Each £24.95 + VAT; available on VHS or Beta cassettes, £29.95 + VAT. Durwen Audio Visual, Durwen House, Theobalds Park Road, Enfield, Middx EN2 9BJ.

In *Basic Microwave Cooking - Part 1*, the information in the booklet is presented in a clear, concise and useful. The slides are clear and helpful. I do wonder why the booklet wouldn't be much more effective if it were in the classroom, but if a cooker isn't available, perhaps an audio visual aid is the next best thing.

*Basic Microwave Cooking - Part 2* considers examples of foods suitable to be cooked in the microwave cooker. Again, the script is useful and accurate. It is unwise in a general discussion to give cooking times, but there are some very good ideas in the commentary. The length of the second set of slides seems to be much more acceptable, there being 25 as opposed to 46 in the first part. The photographs are of high quality and are clear. This would be a useful presentation to accompany

a demonstration. There is, unfortunately, a hint of naivety in the presentation of the cassette tape. The slides in the *Exotic Fruit* set are really good. It is in presenting something like "exotic fruit" that I am very willing to agree that the cassette tape and slides are most useful. In many classrooms in provincial towns and villages up and down the country it is impossible to buy all the various fruits, particularly when they are out of season. And when they are available they are often quite expensive.

The first 12 slides are of a general nature with a dictionary definition followed by notes on the nutritional composition of fruit which includes mention of fibre content, but very soon the slides show examples of fruits, many of which are truly exotic. This is a most useful audio visual aid.

Food and Nutrition in Practice. A food and nutrition scheme for GCSE. By Isabel Cole-Hamilton, Ann Livermore, Jacquie Watson. Textbook, £3.95; and ring binder, £22.50. ISBN 0435 420402. Heinemann Educational Books, 22 Bedford Square, London WC1B 3HH.

The textbook very adequately covers the essential knowledge and information for the GCSE food and nutrition syllabus. It is on ring impression, but interesting, exciting and easy to read. The combination of photographs and line drawings clearly illustrates the text. The illustrations reflect our multi-cultural society and the authors were clearly to face social issues such as eating habits, cultural customs, poverty and malnutrition. I was impressed with the topical

approach to the subject matter. News-worthy events had been cleverly incorporated into the text and the illustrations to give a lively approach to the subject.

The first section, on food and health, includes "why what we eat matters", with guidelines for a healthy diet and balanced eating. It includes facts on nutrients and digestion.

Section two deals with choosing a healthy, balanced diet and considers the four food groups. In addition there is information on sugar, fats and oils, salt, water, alcohol and additives. The food groups are in with the recipe section of the ring binder. Other chapters include eating patterns, the nutrients in our food, feeding the world, kitchen skills and hygiene and the food tables.

The textbook is excellent, reasonably priced and very comprehensive. This must be a good buy for pupils and of enormous help to the teacher. The ring binder is well equipped. It is a sturdy teaching aid for the



which it is delivered which I found irritating. I think this limits its use, and would not recommend it for a group of adults. The slides were most helpful and could certainly be used with the teacher giving the talk.

One perhaps pedantic point: the instrument is a microwave cooker, not a microwave.

*Basic Microwave Cooking - Part 2* considers examples of foods suitable to be cooked in the microwave cooker. Again, the script is useful and accurate. It is unwise in a general discussion to give cooking times, but there are some very good ideas in the commentary. The length of the second set of slides seems to be much more acceptable, there being 25 as opposed to 46 in the first part. The photographs are of high quality and are clear. This would be a useful presentation to accompany

a demonstration. There is, unfortunately, a hint of naivety in the presentation of the cassette tape. The slides in the *Exotic Fruit* set are really good. It is in presenting something like "exotic fruit" that I am very willing to agree that the cassette tape and slides are most useful. In many classrooms in provincial towns and villages up and down the country it is impossible to buy all the various fruits, particularly when they are out of season. And when they are available they are often quite expensive.

The first 12 slides are of a general nature with a dictionary definition followed by notes on the nutritional composition of fruit which includes mention of fibre content, but very soon the slides show examples of fruits, many of which are truly exotic. This is a most useful audio visual aid.

Food and Nutrition in Practice. A food and nutrition scheme for GCSE. By Isabel Cole-Hamilton, Ann Livermore, Jacquie Watson. Textbook, £3.95; and ring binder, £22.50. ISBN 0435 420402. Heinemann Educational Books, 22 Bedford Square, London WC1B 3HH.

The textbook very adequately covers the essential knowledge and information for the GCSE food and nutrition syllabus. It is on ring impression, but interesting, exciting and easy to read. The combination of photographs and line drawings clearly illustrates the text. The illustrations reflect our multi-cultural society and the authors were clearly to face social issues such as eating habits, cultural customs, poverty and malnutrition. I was impressed with the topical

## National treasures

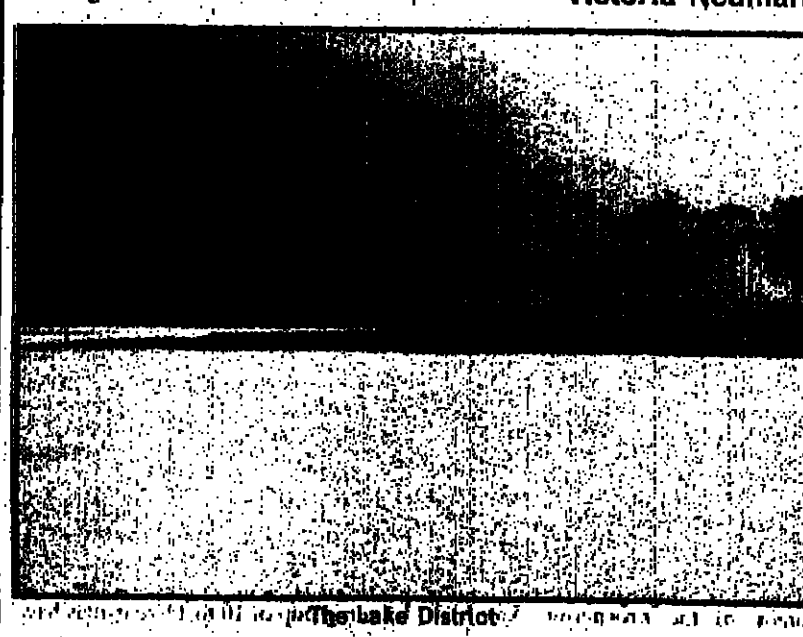
Know Your National Parks Resource pack, £5.50. Council for National Parks, 45 Shelton Street, London WC2H 9JH. The National Trust: An Educational Guide to Houses, Gardens and Countryside in Hampshire, Isle of Wight, Surrey, West Sussex £2.95. National Trust, Polesden Lacey, Dorking, Surrey RH5 6BD.

Wordsworth thought the Lake District should become "A sort of national property in which every man has a right and interest who has an eye to perceive and a heart to enjoy". Whether the national parks, 9 per cent of the land area of England and Wales, containing much of the most beautiful scenery, but almost without any legal protection, would fulfil his vision, is debatable. But the Lake District is in there, with Exmoor, Dartmoor, Brecon, the Pembrokeshire coast, the Yorkshire Dales, Snowdonia, the Peak District, Northumberland and the North Yorkshire Moors, designated as National Parks in the 1950s.

As the Council for National Parks pack makes clear, conservation has all too readily made way for local and national business interests in the national parks. It is only in recent years that pressures against afforestation with conifers, insensitive mining, nuclear waste dumping, road-building and intensive farming have had any significant effect, and the new road being built to bypass Okhampton in Dartmoor, for example, signals a failure for those who attempt to make the designation of "National Parks" have any meaning.

Information is standardized and set out clearly under different heads, indicating what each property has to offer, how to organize the visit, what educational points could be made from it, what nearby properties could be combined with it, and conservation in progress. A booklet is given for each property and a general booklet at the end. Although the tone of the guide is prim, it does speak, in its loving listings of the beauties, natural or artistic, of each particular property, of an enthusiasm for the countryside at least the equal - and in some ways deeper - than that of the Council for National Parks.

Victoria Neumark



Finals over, what are the prospects for the thousands of music students emerging from polytechnics, universities and conservatoires each year? For conservatoire students the dilemma may be greater than for those who opted for a broader degree course. Music colleges, increasingly, are streamlining their courses to train performers for chamber and solo work. Yet the most likely source of employment for the majority will be within the ranks of an orchestra. And it is the would-be orchestral players who may well be the least prepared for what they find in the outside world.

The National Centre for Orchestral Studies, founded in 1979 and funded by the BBC, IBA, Musicians' Union and the independent television companies, is unique among institutions of higher education. With its administrative headquarters housed in a cramped annex of Goldsmiths' College, South London, it is urgently in need of new premises and negotiations are under way for a new home in Blackheath. At the end of the nine-month postgraduate course students receive a University of London diploma from Goldsmiths' College. But that is where any similarity to a university or conservatoire ends. An NCOS student is a full-time member of an orchestra. The course is described by its director Basil Tschakow as "a first year in the profession".

Basil Tschakow is well placed to know the stresses of the music business having been in it since the age of 17 as a clarinetist with all the major orchestras, a Royal College professor and

## Cultural exchange

In *Flighting Islands*, a book that has long been the mainstay of the international experimental theatre, Eugenio Barba describes the ideal conditions of cultural exchange. He imagines two tribes who meet on the bank of a river. Each performs its dances or its songs for the other. The cultural identity of both sides is acknowledged and preserved. At the end, a transaction has taken place which had cost nothing, but which had left both sides enriched. Such idealism was strong in the air at Stratford-on-Avon last week, at the first-ever session of the European Youth Theatre Encounter due towards its remarkable final stages.

One hundred and ninety young people from sixteen nations gathered together to celebrate what director Hugh Lovegrove called "the processors of good communication". In practical terms this meant living together for three weeks and sharing a common project to go out into the local community and bring back the images they found there, so that they could serve as the raw material for a series of intensive workshop improvisation, culminating in a day of public performances at the RSC's Swan Theatre in Stratford. The project, which took three years to plan, was an astounding success. With the clarity, energy and frankness that only the young seem capable of generating, language barriers were transcended. Stratford and the surrounding areas were subjected to all intense (and often critical) scrutiny, and a new lingua franca was fashioned out of a pool of theatrical skills that came from all corners of Europe.

The idea for the project, said Hugh Lovegrove who took what he wryly calls early retirement from his post as



Bringing theatre to the streets

senior drama inspector for Essex in 1984 to concentrate on organizing the programme, came from a report by the Council of Europe which identified the vital importance of involving young people actively in cultural exchanges. "We realized that exchanging cultural products was not the most effective way of tapping useful sources. The processes of drama matter much more than the product, where young people are concerned. The business of putting on a play may come later. But the real educational value is found in the experience of living together and working together."

Leading the project was a team of animators - two from each participating country - who met together for a three-day crash course under the direction of Richard Finch, head of the Polesden Lacey drama centre in Hampshire. "Our task was to 'live through' a microcosm of the whole structure in a

very short space of time", he said. "We had to weld ourselves to a team; work out the philosophical foundations of the approach and find common working methods before the young people arrived. As it happened, we need not have worried. Within the hour of arriving the young people themselves had taken things over and were running their own international marketplace. It's been that way every since."

Twenty-year-old Sabine Murer from Zurich talked about the first image she had formed of Stratford. "I saw a bus full of tourists", she said. "They were being taken to see the Shakespeare sites. They all looked to the left, then all looked to the right, in a kind of dance." It was an image that was bound to find its place in the final performance at the Swan.

Barry Russell

## Home work

Forest Forge was founded in 1981 and has developed as a community theatre serving Hampshire and East Dorset. Particularly noted for work with mentally handicapped people, they also undertake TIE programmes, as well as a team based in a comprehensive school.

This year's programme, for top juniors, concerns homelessness. *Hardly Housing* starts with a warm-up then a performance, geared to make children consider the impact of homelessness on the community. A cross-riding family of the prosperous South (a

struck by redundancy. Tempers flare as they subside first in a relative caravan then local authority bed and breakfast accommodation, with the hope of a housing association flat. During the afternoon session the class portray their homeless families, each with their own claim on the same flat. Finally, one group has to decide who should have the property.

The careful organization of this programme is reflected in Forest Forge's growing popularity: the 1987 pantomime tour (Hans Andersen's *The Nightingale*) is fully sold for its 48 venue tour, which includes some two dozen schools. Meanwhile, a summer workshop programme, *The Travellers*, is in progress. A small, keen group of 10 to 14-year-olds have

been at work improvising, designing and making worlds past and future. Including an ingenious pulley-operated time machine (maybe drama can sneak into the National Curriculum under technology).

The company are now preparing a community play for performance in August 1988. Adults and young people are wanted for all branches of stagecraft and performance. The theme will be survival in the forest past and present. For more information, contact (by end of September) Amanda Hibbert at Forest Forge, Ringwood Comprehensive School, Manor Road, Ringwood, Hampshire, Tel: Ringwood 470188.

Timothy Ramsden













THE CITY TECHNOLOGY COLLEGE  
Nottingham

## HEAD/PRINCIPAL Group 11 with additional allowance

Applications are invited for the post of Principal of the Nottingham City Technology College, a new all-ability co-educational Secondary School for pupils 11-18, due to open in September, 1989.

This equal opportunities appointment will take effect from 1st May, 1988 (negotiable).

This is to be an entirely newly built school and the Principal will have an input to its design, working with the Project Team. The Principal will be expected to develop close ties with industry and commerce, both in the establishment of the school and its subsequent running.

Application forms and further details are available from:

Mr. J.C. Ramesden, Project Director,  
Write Box No. TES 00801,  
Priory House,  
St John's Lane, EC1M 4BX.

To whom completed applications should be returned no later than 30th September, 1987.

14894

## DUDLEY COLLEGE OF TECHNOLOGY

Vacancies exist for FULL-TIME (FT), TEMPORARY FULL-TIME (Temp FT) and PART-TIME (PT) staff in the following subjects:-

- COMMUNICATION STUDIES (FT) - ability to offer Psychology at GCSE/A level and added advantage.
- MODERN LANGUAGES (FT or PT) - German and/or French
- ENGLISH (FT)
- PHYSICAL EDUCATION (FT, Temp FT and/or PT)
- MOTOR VEHICLE STUDIES (FT)
- CONSTRUCTION (FT and Temp FT, 1 year)
- ENGINEERING (FT)
- TRAVEL AND TOURISM (FT)
- MANAGEMENT STUDIES (FT)
- HAIRDRESSING (FT)
- GLASS DESIGN/TECHNOLOGY (FT) - ability to offer Craft, Design and Technology (C) an added advantage
- SPECIAL NEEDS (FT)

For further details and application forms please apply to The Principal, Dudley College of Technology, The Broadway, Dudley, West Midlands, DY1 4AS (Tel. Dudley 535885).

14862

**DUDLEY** Equal Opportunity Employer  
Metropolitan Borough

## WATFORD COLLEGE Department of Automobile Engineering

Required for September 1987 or as soon as possible thereafter:

### Lecturer Grade 1

to teach Motor Vehicle theory and practice to school link groups. Ability to offer other practical skills in support of link course developments would be advantageous.

Salary in accordance with Burnham EE Scale for Lecturer Grade 1: £8843 - £11865 p.a. (progressing to £13666 p.a.) plus £309 p.a. Fringe allowances.

Further details and application forms available from the Principal, Watford College, Hemstead Road, Watford, Herts. WD1 3ET. (Tel. Watford 57831).

14895

## Colleges of Further and Tertiary Education

### Other Appointments

**CALDERDALE METROPOLITAN BOROUGH COUNCIL**  
EDUCATION DEPARTMENT  
PERCIVAL WHITLEY COLLEGE OF FURTHER EDUCATION  
Francis Street, Halifax HX1 5LJ

Ref. No. ED/1034  
Post 124 Project Manager - Open Learning - Wider Opportunities Training Programme  
Office Skills Increase Business Computing Centre

A Senior Lecturer is required to act as the Project Manager for running the Office Skills Increase Business Computing Centre at Calderdale College, Todmorden, with the probable extension into other centres. The Centre is available. The Centre is funded by an MSC contract to establish and continue provision for the unemployed.

The Senior Project Manager is a full-time temporary post in force from 1 September 1987 to 31 March 1988. Continuation beyond 31 March 1988 will depend on continued MSC support. The post is available to full-time permanent members of the College staff on a secondment basis.

Ref. No. ED/1035  
Lecturer 1 - Two positions from 1 September 1987 to 31 March 1988

Post 125/2 Assistant Project Manager - Open Learning - Wider Opportunities Training Programme Office Skills and Business Computing Centre

Two Lecturer 1's are required to act as Assistant Project Managers for running the Office Skills Increase Business Computing Centre at Calderdale College, Todmorden, with the probable extension into other centres. The Centre is available. The Centre is funded by an MSC contract to establish and continue provision for the unemployed. Continuation beyond 31 March 1988 will depend on continued MSC support.

Ref. No. ED/1036  
Lecturer 1 - Two positions from 1 September 1987 to 31 March 1988

Post 125/3 Assistant Lecturer 1 in Woodwork. A one year post due to end 31 March 1988. Ref. No. ED/1037

Post 125/4 Assistant Lecturer 1 in Part 1 and 2 of the CITT work. 1 Sept. 1987 - 31 August 1988. Ref. No. ED/1038

Post 125/5 Assistant Lecturer 1 in Part 1 and 2 of the CITT work. 1 Sept. 1987 - 31 August 1988. Ref. No. ED/1039

Post 125/6 Assistant Lecturer 1 in Part 1 and 2 of the CITT work. 1 Sept. 1987 - 31 August 1988. Ref. No. ED/1040

Post 125/7 Assistant Lecturer 1 in Part 1 and 2 of the CITT work. 1 Sept. 1987 - 31 August 1988. Ref. No. ED/1041

Post 125/8 Assistant Lecturer 1 in Part 1 and 2 of the CITT work. 1 Sept. 1987 - 31 August 1988. Ref. No. ED/1042

Post 125/9 Assistant Lecturer 1 in Part 1 and 2 of the CITT work. 1 Sept. 1987 - 31 August 1988. Ref. No. ED/1043

Post 125/10 Assistant Lecturer 1 in Part 1 and 2 of the CITT work. 1 Sept. 1987 - 31 August 1988. Ref. No. ED/1044

Post 125/11 Assistant Lecturer 1 in Part 1 and 2 of the CITT work. 1 Sept. 1987 - 31 August 1988. Ref. No. ED/1045

Post 125/12 Assistant Lecturer 1 in Part 1 and 2 of the CITT work. 1 Sept. 1987 - 31 August 1988. Ref. No. ED/1046

Post 125/13 Assistant Lecturer 1 in Part 1 and 2 of the CITT work. 1 Sept. 1987 - 31 August 1988. Ref. No. ED/1047

Post 125/14 Assistant Lecturer 1 in Part 1 and 2 of the CITT work. 1 Sept. 1987 - 31 August 1988. Ref. No. ED/1048

Post 125/15 Assistant Lecturer 1 in Part 1 and 2 of the CITT work. 1 Sept. 1987 - 31 August 1988. Ref. No. ED/1049

Post 125/16 Assistant Lecturer 1 in Part 1 and 2 of the CITT work. 1 Sept. 1987 - 31 August 1988. Ref. No. ED/1050

## CAMBRIDGESHIRE

CAMBRIDGE COLLEGE OF FURTHER EDUCATION  
(Re-advertisement)  
Required from 1 September 1987:

DEPARTMENT OF FURTHER EDUCATION  
LECTURER GRADE 1 - VISUALLY IMPAIRED STUDENTS

To organise a support service for visually impaired students across the College. Candidates should have experience with visually impaired students, an imaginative approach to supporting students on mainstream courses, and preferably be teacher-trained.

Salary Scale: £6,843 - £11,865 (£13,656 p.a. per annum - under review).

Further details and application forms can be obtained by sending a large SAE to the Principal, Cambridge College of Further Education, 100, The Green, Cambridge CB2 3EQ. Tel: 0223 357100. Closing date for receipt of applications: Wednesday, 26th August 1987. Cambridgehire Education Department. Ref. No. 220026

Further details and application forms can be obtained by sending a large SAE to the Principal, Cambridge College of Further Education, 100, The Green, Cambridge CB2 3EQ. Tel: 0223 357100. Closing date for receipt of applications: Wednesday, 26th August 1987. Cambridgehire Education Department. Ref. No. 220026

Further details and application forms can be obtained by sending a large SAE to the Principal, Cambridge College of Further Education, 100, The Green, Cambridge CB2 3EQ. Tel: 0223 357100. Closing date for receipt of applications: Wednesday, 26th August 1987. Cambridgehire Education Department. Ref. No. 220026

Further details and application forms can be obtained by sending a large SAE to the Principal, Cambridge College of Further Education, 100, The Green, Cambridge CB2 3EQ. Tel: 0223 357100. Closing date for receipt of applications: Wednesday, 26th August 1987. Cambridgehire Education Department. Ref. No. 220026

Further details and application forms can be obtained by sending a large SAE to the Principal, Cambridge College of Further Education, 100, The Green, Cambridge CB2 3EQ. Tel: 0223 357100. Closing date for receipt of applications: Wednesday, 26th August 1987. Cambridgehire Education Department. Ref. No. 220026

Further details and application forms can be obtained by sending a large SAE to the Principal, Cambridge College of Further Education, 100, The Green, Cambridge CB2 3EQ. Tel: 0223 357100. Closing date for receipt of applications: Wednesday, 26th August 1987. Cambridgehire Education Department. Ref. No. 220026

Further details and application forms can be obtained by sending a large SAE to the Principal, Cambridge College of Further Education, 100, The Green, Cambridge CB2 3EQ. Tel: 0223 357100. Closing date for receipt of applications: Wednesday, 26th August 1987. Cambridgehire Education Department. Ref. No. 220026

Further details and application forms can be obtained by sending a large SAE to the Principal, Cambridge College of Further Education, 100, The Green, Cambridge CB2 3EQ. Tel: 0223 357100. Closing date for receipt of applications: Wednesday, 26th August 1987. Cambridgehire Education Department. Ref. No. 220026

Further details and application forms can be obtained by sending a large SAE to the Principal, Cambridge College of Further Education, 100, The Green, Cambridge CB2 3EQ. Tel: 0223 357100. Closing date for receipt of applications: Wednesday, 26th August 1987. Cambridgehire Education Department. Ref. No. 220026

Further details and application forms can be obtained by sending a large SAE to the Principal, Cambridge College of Further Education, 100, The Green, Cambridge CB2 3EQ. Tel: 0223 357100. Closing date for receipt of applications: Wednesday, 26th August 1987. Cambridgehire Education Department. Ref. No. 220026

Further details and application forms can be obtained by sending a large SAE to the Principal, Cambridge College of Further Education, 100, The Green, Cambridge CB2 3EQ. Tel: 0223 357100. Closing date for receipt of applications: Wednesday, 26th August 1987. Cambridgehire Education Department. Ref. No. 220026

Further details and application forms can be obtained by sending a large SAE to the Principal, Cambridge College of Further Education, 100, The Green, Cambridge CB2 3EQ. Tel: 0223 357100. Closing date for receipt of applications: Wednesday, 26th August 1987. Cambridgehire Education Department. Ref. No. 220026

Further details and application forms can be obtained by sending a large SAE to the Principal, Cambridge College of Further Education, 100, The Green, Cambridge CB2 3EQ. Tel: 0223 357100. Closing date for receipt of applications: Wednesday, 26th August 1987. Cambridgehire Education Department. Ref. No. 220026

Further details and application forms can be obtained by sending a large SAE to the Principal, Cambridge College of Further Education, 100, The Green, Cambridge CB2 3EQ. Tel: 0223 357100. Closing date for receipt of applications: Wednesday, 26th August 1987. Cambridgehire Education Department. Ref. No. 220026

Further details and application forms can be obtained by sending a large SAE to the Principal, Cambridge College of Further Education, 100, The Green, Cambridge CB2 3EQ. Tel: 0223 357100. Closing date for receipt of applications: Wednesday, 26th August 1987. Cambridgehire Education Department. Ref. No. 220026

Further details and application forms can be obtained by sending a large SAE to the Principal, Cambridge College of Further Education, 100, The Green, Cambridge CB2 3EQ. Tel: 0223 357100. Closing date for receipt of applications: Wednesday, 26th August 1987. Cambridgehire Education Department. Ref. No. 220026

Further details and application forms can be obtained by sending a large SAE to the Principal, Cambridge College of Further Education, 100, The Green, Cambridge CB2 3EQ. Tel: 0223 357100. Closing date for receipt of applications: Wednesday, 26th August 1987. Cambridgehire Education Department. Ref. No. 220026

Further details and application forms can be obtained by sending a large SAE to the Principal, Cambridge College of Further Education, 100, The Green, Cambridge CB2 3EQ. Tel: 0223 357100. Closing date for receipt of applications: Wednesday, 26th August 1987. Cambridgehire Education Department. Ref. No. 220026

Further details and application forms can be obtained by sending a large SAE to the Principal, Cambridge College of Further Education, 100, The Green, Cambridge CB2 3EQ. Tel: 0223 357100. Closing date for receipt of applications: Wednesday, 26th August 1987. Cambridgehire Education Department. Ref. No. 220026

Further details and application forms can be obtained by sending a large SAE to the Principal, Cambridge College of Further Education, 100, The Green, Cambridge CB2 3EQ. Tel: 0223 357100. Closing date for receipt of applications: Wednesday, 26th August 1987. Cambridgehire Education Department. Ref. No. 220026

Further details and application forms can be obtained by sending a large SAE to the Principal, Cambridge College of Further Education, 100, The Green, Cambridge CB2 3EQ. Tel: 0223 357100. Closing date for receipt of applications: Wednesday, 26th August 1987. Cambridgehire Education Department. Ref. No. 220026

Further details and application forms can be obtained by sending a large SAE to the Principal, Cambridge College of Further Education, 100, The Green, Cambridge CB2 3EQ. Tel: 0223 357100. Closing date for receipt of applications: Wednesday, 26th August 1987. Cambridgehire Education Department. Ref. No. 220026

Further details and application forms can be obtained by sending a large SAE to the Principal, Cambridge College of Further Education, 100, The Green, Cambridge CB2 3EQ. Tel: 0223 357100. Closing date for receipt of applications: Wednesday, 26th August 1987. Cambridgehire Education Department. Ref. No. 220026

## ilea Working in Education

Closing date for all posts is 28th August 1987, unless otherwise stated.

### Lecturers

**JOB SHARING.** All posts are shared between two or three people. Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

### Lecturer II Motor Vehicle Engineering

To teach a range of motor vehicle subjects and take some administrative responsibility for work within the motor vehicle section. It is important that applicants can show that they have the ability and experience to teach at both Craft and Technician levels.

Department of Commerce and Business Studies

Required from 1st September or as soon as possible

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for all posts.

## COLLEGES OF FURTHER AND TERTIARY EDUCATION

### RASTSUBSEX

**HASTINGS COLLEGE OF ARTS AND TECHNOLOGY**  
Hastings, East Sussex  
Ref. No. ED/1051



YOUTH & COMMUNITY  
continuedGRAMPIAN  
REGIONAL COUNCIL  
COMMUNITY  
EDUCATION WORKER

Salary: scale £9,031 - £11,805 plus payment for irregular hours and weekend working

Applicants for this post are invited to apply to the Community Education Officer, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000

Overseas  
Appointments

**CHRISTIAN TEACHERS**  
University for E.F.L. Teachers  
in Africa and Papua New Guinea  
Two-year contracts. Apply to  
University of London, 10, Bedford  
Square, London WC1R 4EJ. Tel: 01-223 3161. (11624)

**FRANCE**  
Graduate couple recently re-  
turned from full-time E.F.L.  
teaching. Wanted to help start  
up a new school. Tel: 0623  
876435. (30029)

EDUCATION DEPARTMENT  
ASSISTANT COMMUNITY  
EDUCATION OFFICER  
(BRENTWOOD AND BILLERICAY AREAS)  
SOULBURY £14,151 - £15,867 + £309 Fringe  
Allowance.

This is one of eleven posts working within specifically designated geographical areas of the County as part of the Community Education Service. The post is based at the Brentwood Youth Office and carries special responsibility for the youth provision in the Brentwood and Billericay areas.

The post is part of the County Team and the holder will be expected to contribute to the organisation of County events, special projects and training courses.

Applicants should be teachers, qualified youth leaders, or graduates in the relevant discipline.  
Closing date: 28 August 1987.  
Generous relocation expenses are payable in approved cases. Application forms and further details available from (a.a. please) the County Education Officer (P), PO Box 47, Threadneedle House, Market Road, Chelmsford CM1 1LD. Tel: Chelmsford (0245) 492211 ext. 30255. 03084



## PORTUGAL

Portugal's largest private language school with schools in Lisbon and other major cities requires English teachers for 1987/8 academic year (Sept/Oct. 1987 to July 1988). U.K. citizens, graduates in English, Modern Languages or Education.

Interviews in London in September or in Lisbon anytime.  
Please send C.V. and recent photograph to:  
PO Box 2965  
1124 Lisboa Codex,  
Portugal.

RAS AL KHAIMAH ENGLISH SPEAKING SCHOOL  
UAE

PACES Recruitment Consultants have been instructed to recruit  
**AN INFANT TEACHER**  
(for twelve 5 1/2 to 6 1/2 year olds)

For September 1987 for this small school, with British European and Arab expatriates (3 1/2 to 1 1/2 yrs). The school complex consists of one main building divided into 2 junior and 4 purpose built nursery reception and infant classrooms with hall, gymnasium etc.  
A British type curriculum is followed and teachers also participate in afternoon activities.

Generous TAX FREE salary, including overseas allowance, and of contract bonus and superannuation or labour law gratuity are offered. Shared rent fully furnished accommodation is provided including free water and electricity. Return air fare and baggage allowance.  
Only UK trained teachers with between 2 and 15 years experience should apply. Previous applicants will be considered automatically.  
Interviews in London in late August.

Please forward two copies of each of the following: a letter of application (in own handwriting), CV, Names and addresses of two referees, and recent photo to Dept H2, PACES, 46 Eccleston Gardens, St Helens, WA10 3BN as soon as possible.  
Candidates requiring an acknowledgement should enclose a SAE.

**GREECE**  
Graduate T.E.F.L. required for private language school in Greece.  
Please send photocopies of qualifications, photo and C.V. to: Mrs. J. K. Kostas, 10, George Olympion 10, Eleassos 40002, Greece. Tel: 0110 493 24776. (30039)

**GREECE**  
TRIKALIA  
Senior EFL Teacher for Cam-  
bridge University. Must have  
teaching experience in Greece.  
Two-year contract. Apply to  
University of London, 10, Bedford  
Square, London WC1R 4EJ. Tel: 01-223 3161. (11624)

**GREECE**  
Experienced B.A. British  
nationality teacher required for  
private school in Athens.  
For full details, please send  
CV with phone number to:  
Langue School, 10, Bedford  
Square, London NW1 7AS.  
(30008)

**GREECE**  
EFL qualified teachers wanted for the Marousi School of  
English, 84, 21st October  
Str., Pireas, 14100-Greece.  
(11618)

**GREECE**  
TEACHING IN GREECE  
Private Language School in  
Lima. Northern Greece.  
For full details, please send  
CV to: Mrs. J. K. Kostas, 10,  
George Olympion 10, Eleassos  
40002, Greece. Tel: 0110 493  
24776. (30039)

**GREECE**  
If you are an English teacher  
and wish to work in Athens.  
Please write to: Adamo-  
poulos, 1103, Kerkiras,  
Greece. Tel: Athens 8828956  
or 0210 71704. (46000)

**GREECE**  
English teacher required for  
September.  
Letter, CV and photo to:  
Alice Arachonidou, Voula-  
gion, 3, 115, Athens, Greece.  
Tel: 01-49531. (30028)

**ITALY**  
Experienced EFL teachers re-  
quired by large, established,  
authorised school in Rome.  
also using English through  
Theatre. Applicants should  
have degree, relevant experi-  
ence teaching English to for-  
eigners, some knowledge of  
Italian and an RSA preparatory  
or equivalent teaching certi-  
ficate.  
Salary approx. £300,000  
Italian lire net for eight month  
contract period (October to  
Sept) with travel and accom-  
modation. Successful candi-  
dates will be offered a return  
passage from Britain and  
subsidised accommodation.  
Interviews will be held in  
London from August 11th to  
17th.  
Write enclosing telephone  
number and address, full C.V.,  
recent photograph, referees  
names and photocopies of  
degrees/certificates to:  
Director, Lord Byron College,  
c/o International Education  
Centre, 288 Great Portland  
Street, London W1N 6PP.  
(58533)

**ITALY**  
Young E.F.L. Teacher for small  
school in Provincial Town in  
North. Requirements include  
degree, license, RSA, and  
PGCE in TEFL. Independent  
living arrangements provided.  
Interviews will be held in  
Sept. 2nd - 5th.  
Please consider application  
unsuccessful if not contacted  
by end Aug.  
Write to: Mrs. G. Davies,  
The D.E.C. via Gioia  
12005 Meda, MI 20090  
(11614)

**ITALY**  
Experienced E.F.L. Teachers  
needed to teach in Greece  
beginning 1st October.  
For details please write im-  
mediately to the Spanish Insti-  
tute, 10, Bedford Square, Lon-  
don WC1R 4EJ. Tel: 01-223 3161.  
(11624)

**ITALY**  
Turin, Italy  
Experienced EFL teacher re-  
quired for September/October  
contract. Salary £10,000 p.a.  
plus expenses. Interview in  
London. Tel: 01-223 3161.  
(11624)

**ITALY**  
Rome  
Experienced EFL teacher re-  
quired for September/October  
contract. Salary £10,000 p.a.  
plus expenses. Interview in  
London. Tel: 01-223 3161.  
(11624)

**ITALY**  
Rome  
Experienced EFL teacher re-  
quired for September/October  
contract. Salary £10,000 p.a.  
plus expenses. Interview in  
London. Tel: 01-223 3161.  
(11624)

**ITALY**  
Rome  
Experienced EFL teacher re-  
quired for September/October  
contract. Salary £10,000 p.a.  
plus expenses. Interview in  
London. Tel: 01-223 3161.  
(11624)

**ITALY**  
Rome  
Experienced EFL teacher re-  
quired for September/October  
contract. Salary £10,000 p.a.  
plus expenses. Interview in  
London. Tel: 01-223 3161.  
(11624)

**KENYA**  
GREENSTONES INDEPENDENT  
SCHOOL  
Required as soon as possible a  
teacher for:  
a) Geography to 'A' Level.  
b) Mathematics to 'A' Level.  
c) Ability to teach Economics,  
Computer Studies, Girls  
Games and arts.  
Full C.V. and photograph to  
Mr. R. Abbot, c/o 13 Middle-  
wood Park, Livingston, West  
Lothian, Scotland.  
(30055)

**KENYA**  
Monisha, Kenya  
Following teachers are re-  
quired for September to teach  
in a prestigious private school  
near the Kenyan coast:  
1. French teacher to take  
charge of the 'O' Level French  
programme.  
2. P.E. teacher who will also  
be expected to teach some  
Mathematics in the upper pre-  
paratory and lower secondary.  
Both would be expected to  
take a full part in the life of  
this well equipped school and  
will be given housing allow-  
ance and other fringe ben-  
efits in addition to a good  
basic salary.  
Applications must be sent  
immediately to: The Head-  
master, 153 Windrush, High  
Birt, Swindon, Wiltshire  
SN6 7DX.  
(30055)

**KENYA**  
MOMBASA  
Experienced EFL teacher re-  
quired for September/October  
contract. Salary £10,000 p.a.  
plus expenses. Interview in  
London. Tel: 01-223 3161.  
(11624)

**KENYA**  
MOMBASA  
Experienced EFL teacher re-  
quired for September/October  
contract. Salary £10,000 p.a.  
plus expenses. Interview in  
London. Tel: 01-223 3161.  
(11624)

**KENYA**  
MOMBASA  
Experienced EFL teacher re-  
quired for September/October  
contract. Salary £10,000 p.a.  
plus expenses. Interview in  
London. Tel: 01-223 3161.  
(11624)

**KENYA**  
MOMBASA  
Experienced EFL teacher re-  
quired for September/October  
contract. Salary £10,000 p.a.  
plus expenses. Interview in  
London. Tel: 01-223 3161.  
(11624)

**KENYA**  
MOMBASA  
Experienced EFL teacher re-  
quired for September/October  
contract. Salary £10,000 p.a.  
plus expenses. Interview in  
London. Tel: 01-223 3161.  
(11624)

**KENYA**  
MOMBASA  
Experienced EFL teacher re-  
quired for September/October  
contract. Salary £10,000 p.a.  
plus expenses. Interview in  
London. Tel: 01-223 3161.  
(11624)

**KENYA**  
MOMBASA  
Experienced EFL teacher re-  
quired for September/October  
contract. Salary £10,000 p.a.  
plus expenses. Interview in  
London. Tel: 01-223 3161.  
(11624)

**KENYA**  
MOMBASA  
Experienced EFL teacher re-  
quired for September/October  
contract. Salary £10,000 p.a.  
plus expenses. Interview in  
London. Tel: 01-223 3161.  
(11624)

**KENYA**  
MOMBASA  
Experienced EFL teacher re-  
quired for September/October  
contract. Salary £10,000 p.a.  
plus expenses. Interview in  
London. Tel: 01-223 3161.  
(11624)

**KENYA**  
MOMBASA  
Experienced EFL teacher re-  
quired for September/October  
contract. Salary £10,000 p.a.  
plus expenses. Interview in  
London. Tel: 01-223 3161.  
(11624)

**KENYA**  
MOMBASA  
Experienced EFL teacher re-  
quired for September/October  
contract. Salary £10,000 p.a.  
plus expenses. Interview in  
London. Tel: 01-223 3161.  
(11624)

**KENYA**  
MOMBASA  
Experienced EFL teacher re-  
quired for September/October  
contract. Salary £10,000 p.a.  
plus expenses. Interview in  
London. Tel: 01-223 3161.  
(11624)

**KENYA**  
MOMBASA  
Experienced EFL teacher re-  
quired for September/October  
contract. Salary £10,000 p.a.  
plus expenses. Interview in  
London. Tel: 01-223 3161.  
(11624)

**SPAIN**  
ALLOA COLLEGE  
Marbury Junior or Infant Teacher re-  
quired for 14th September  
1987. The holder must have  
experience in teaching in a  
primary school. Salary £11,000  
per annum. Apply to: Mrs. J. K.  
Kostas, 10, George Olympion 10,  
Eleassos 40002, Greece. Tel: 0110  
493 24776. (30039)

**TEACH OVERSEAS**  
Join the International Edu-  
cator's Institute and receive  
its quarterly newspaper  
featuring overseas, U.S. and  
international school staff re-  
cruitment opportunities and  
other significant benefits.  
Write to: TIE UK Co-  
ordinator, 20 Lindford Road,  
Barnsley, S70 1JF, England.  
(17332)

**TURKEY**  
Bursa  
Teachers required for Lan-  
guage School in Western Tur-  
key from 25th September.  
Applicants should have a de-  
gree in English, a PGCE or  
equivalent, and be experi-  
enced in teaching English to  
foreigners. Free accommodation.  
For full details, please  
send CV to: Language School  
Appointments, 27 Delancy  
Street, London NW1 7AS.  
(30066)

**TURKEY**  
Required, English Teachers  
with teaching certificate and  
university degree in English to  
teach English Language.  
Interviews will be held in  
London.  
For further details write to:  
Anglo-Turkish Educational  
Institute, 30, Bakirlik, Con-  
stantinople, Turkey. Tel: 041 175757.  
(30613)

**TURKEY**  
TEACH EFL & SCIENCE IN  
Bursa  
EFL and Science teachers are  
required for a private school  
in Istanbul, with effect  
from September 1987. EFL  
applicant must be gradu-  
ate and must also hold a post-  
graduate teaching certificate.  
Successful applicants will re-  
ceive a free accommodation and  
return air-ticket.  
Applicants should send their  
letter of application and a C.V.  
to: Tercumana, 10, Mevlana  
House, 1st Floor, 61-65 Con-  
stantinople, Turkey.  
Applications must be re-  
ceived by 20th August 1987.  
(30053)

**U.S.A.**  
Unique opportunity. Teach,  
travel, learn as an exchange  
teacher. Low cost of living.  
To live and work for year in  
a beautiful, peaceful, and  
enriching three-bedroom home,  
attractive semi-rural area,  
convenient to cultural centres.  
Pacific Ocean beaches, Sierra  
mountain scenery, excellent  
teacher wishes to exchange  
with an adventurous, energetic,  
handicapped, specialist  
equivalent.  
Send name, address, quali-  
fications, and photo to:  
Mrs. J. K. Kostas, 10, George  
Olympion 10, Eleassos 40002,  
Greece. Tel: 0110 493 24776.  
(30039)

**U.S.A.**  
Unique opportunity. Teach,  
travel, learn as an exchange  
teacher. Low cost of living.  
To live and work for year in  
a beautiful, peaceful, and  
enriching three-bedroom home,  
attractive semi-rural area,  
convenient to cultural centres.  
Pacific Ocean beaches, Sierra  
mountain scenery, excellent  
teacher wishes to exchange  
with an adventurous, energetic,  
handicapped, specialist  
equivalent.  
Send name, address, quali-  
fications, and photo to:  
Mrs. J. K. Kostas, 10, George  
Olympion 10, Eleassos 40002,  
Greece. Tel: 0110 493 24776.  
(30039)

**U.S.A.**  
Unique opportunity. Teach,  
travel, learn as an exchange  
teacher. Low cost of living.  
To live and work for year in  
a beautiful, peaceful, and  
enriching three-bedroom home,  
attractive semi-rural area,  
convenient to cultural centres.  
Pacific Ocean beaches, Sierra  
mountain scenery, excellent  
teacher wishes to exchange  
with an adventurous, energetic,  
handicapped, specialist  
equivalent.  
Send name, address, quali-  
fications, and photo to:  
Mrs. J. K. Kostas, 10, George  
Olympion 10, Eleassos 40002,  
Greece. Tel: 0110 493 24776.  
(30039)

**U.S.A.**  
Unique opportunity. Teach,  
travel, learn as an exchange  
teacher. Low cost of living.  
To live and work for year in  
a beautiful, peaceful, and  
enriching three-bedroom home,  
attractive semi-rural area,  
convenient to cultural centres.  
Pacific Ocean beaches, Sierra  
mountain scenery, excellent  
teacher wishes to exchange  
with an adventurous, energetic,  
handicapped, specialist  
equivalent.  
Send name, address, quali-  
fications, and photo to:  
Mrs. J. K. Kostas, 10, George  
Olympion 10, Eleassos 40002,  
Greece. Tel: 0110 493 24776.  
(30039)

**U.S.A.**  
Unique opportunity. Teach,  
travel, learn as an exchange  
teacher. Low cost of living.  
To live and work for year in  
a beautiful, peaceful, and  
enriching three-bedroom home,  
attractive semi-rural area,  
convenient to cultural centres.  
Pacific Ocean beaches, Sierra  
mountain scenery, excellent



